

**USING THE SCHOOL BULLETIN BOARD TO IMPROVE WRITING  
PRACTICE OF GRADE 9 AT SMPN 9 YOGYAKARTA  
IN THE ACADEMIC YEAR 2014/2015**

A Thesis

Presented as Fulfillment of the Requirements to Attain  
A Sarjana Pendidikan Degree in English Education



By:

**ANINDHITA ARIEF IRMASARI**

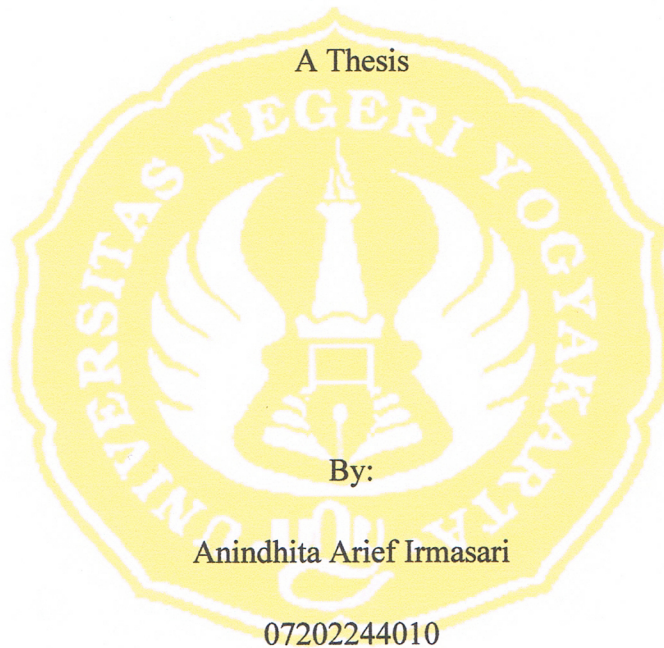
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**2014**

## APPROVAL SHEET

USING THE SCHOOL BULLETIN BOARD TO IMPROVE WRITING  
PRACTICE OF GRADE 9 AT SMPN 9 YOGYAKARTA  
IN THE ACADEMIC YEAR 2014/2015



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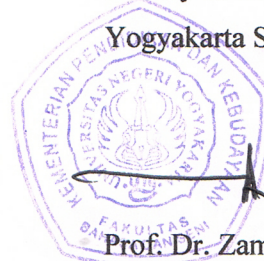
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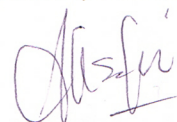
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

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Anindhita Arief Irmasari



## **MOTTO**

“Sesungguhnya sesudah kesulitan itu ada kemudahan.” (Q.S. Al Insyirah 94:6)

## **DEDICATION SHEET**

In the name of Allah SWT, I dedicate my thesis to my dearly loved parents, Alm. mama, Alm. Om Tri, Ibu and Bapak. I'm such the luckiest person because of being your only daughter. Thank you for all your support, love, and prayers on every little step of mine.

I also dedicate to my two little brothers, Alland Bagus and Arief Krisna. Thanks for your support and happiness that are important to motivate me.

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At last, I consider that my thesis is still far from being perfect. Thus, any criticism, ideas, and suggestions for the improvement of this thesis are highly appreciated. I also hope that this thesis can give contribution for readers and be useful for the English teaching and learning process.

Yogyakarta, September 17<sup>th</sup> 2014

Anindhita Arief Irmasari

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## **LIST OF ABBREVIATIONS**

|           |  |
|-----------|--|
| Depdiknas | : Departemen Pendidikan Nasional       |
| KTSP      | : Kurikulum Tingkat satuan Pendidikan  |
| BKOF      | : building Knowledge of the Field      |
| MOT       | : Modeling of the Text                 |
| JCOT      | : joint Construction of the Text       |
| ICOT      | : Independent Construction of the Text |
| LRT       | : Linking to Related Text              |
| LKS       | : Lembar Kerja Siswa                   |
| R         | : Researcher                           |
| S         | : Students                             |
| ET        | :English Teacher                       |



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**ABSTRACT**

The objective of this research is to improve writing practice of the nine grade students of SMPN 9 Yogyakarta by using school bulletin board. Bulletin board used as a visual education tool in the classroom or schools to display the students' writing work, interests, and patch creativity by managed in group.

This research was action research that consisted of two cycles. Each cycle consisted of two meetings. The main subjects of this research were the students of VIII B, the researcher herself, and the English teacher as the collaborator. The data were acquired through classroom observations, interviews, and documentations. The quantitative data which were in the form of students' writing performance task scores were analyzed by descriptive quantitative

Based on the result of the research, the use of school bulletin board in this study is believed to be effective in improving the students' writing practice. The students' writing problems in the aspect of content, vocabulary, language use, the organization can be reduced by implementing picture series and bulletin board in the teaching and learning process of writing. Implementing bulletin board was also effective to improve the students' motivation in the writing process. From the data obtained, it can be said that the students were more enthusiastic to attend the lesson. They had motivation to write. They were also able to create positive relationship when they worked in groups.

Keywords: Writing Practice, School Bulletin Board.

# **CHAPTER I**

## **INTRODUCTION**

This study is aimed at using School Bulletin Board to improve writing practice of grade 9 students at SMPN 9 Yogyakarta. This chapter consists of six sections. The first is the background of the study. The second is the identification the problems. The third is the limitation of the problems. The fourth is the formulation of the problems. The fifth is the objectives of the research and the last is the significance of the research.

### **A. Background of the Study**

As a country develops, English is important to be mastered. Mastering English, therefore, makes it possible for someone to absorb information covering various branches of science. English is also a tool to communicate among people in the world. To communicate means to comprehend and to express some information, thought and feeling. By communication, unlimited knowledge, technologies, and even culture have been spread out and developed all over the world. Many people can find a lot of information by reading books, listening to the news, watching television and so on. However, they find a lot of information mostly in the form of written materials, such as newspapers, magazines, textbooks, and etc.

In the area of education with English as a foreign language, the students especially junior high school students are required to be able to communicate in

both spoken and written language. Written language is one of language products as well as the means of communication. The written language can be expressed through written products which need specialized skills. The written products can be measured as the students' achievement in a process of learning the language. As a result, writing skills become an important part in students' English learning process. However, the teaching learning English in the schools does not give adequate proportion of writing skills. Writing skills are less taken into consideration in the teaching process than the other skills. For example, teachers often ask students to read certain texts and answer the following question instead of asking them to produce a text. It makes the students feel that writing skills seem not very important. Consequently, the problems aroused become an obstacle for the students to gain a good result on their writings.

Writing is not only the product of an individual but also it is a social and cultural act (Weigle, 2002: 19). Writing is an act that takes place within a context that accomplishes a particular purpose, and that is appropriately shaped for its intended audience (Hamp-Lyons and Kroll, 1997: 8). In similar way, Sparling (1996: 55) notes that writing, like language, in general, is a meaning-making activity that is socially and culturally shaped and individually and socially purposeful. From this perspective, learning to write involve much more than simply learning the grammar and vocabulary of language (Weigle, 2002: 20).

The problems are not only found in the students but also in the process of writing teaching and learning writing. The method used in teaching writing still in a conventional way, it only focuses on cognitive aspects such as translation and

vocabulary without considering the effective and social aspects. Some teachers usually only depend on textbooks when they are teaching writing to the students. Textbooks are important sources in teaching and learning processes, but these are not enough for writing teaching and learning. In the textbooks, quite often, there are no exercises which teacher and students can work in any joint constructed activities. As a result, students eventually associate and memorize particular features with particular types, without actually gaining control over them.

In Indonesia, the teaching of writing is modeled on product-oriented approaches. Students have been expected to create a good written product. As Nunan (1991: 86-87) claims, the classroom activities used in this approach often involve imitating or copying and changing words from a model text to produce a new text. In the teaching of writing primarily focused on product, the teachers of English generally pay little attention to other consideration such as purpose, audience or the processes of composing the text itself. As a result, students may be able to write a specific text type as instructed, but they unable to apply the knowledge that gains them to produce the next varied writing.

Based on the problems above, this research tries to find out an alternative solution to improve the students' writing practice. The use of a modern method is one of the solutions to solve the problems above. It is important to be required to improve the students' writing practice.

## **B. Identification of the Problem**

Based on the background of the study, the problems related to this research come from different factors. The problems are identified as follows:

1. Students could not meet the minimum requirements in writing. The minimum requirements such as writing correct spelling and punctuation were still difficult for them. The students also could not distinguish the word forms. The students were often confused when it came to where to begin and how to convey the idea into written products. They did not even know how to arrange the jumbled sentences into a good order. They finally found it difficult to write a short text correctly.

2. The students' motivation in mastering the writing skill was varied among others. Both external and internal motivation of the students seemed to be less equal with their needs in mastering the writing skills. Students who were highly motivated had a high effort and spirit to learn the skills so that the teacher was only to facilitate them in leaning writing. Meanwhile, the students with low motivation needed to be encouraged and given stimulus by the teacher in learning writing. Their interest in learning the writing skills was low because they could not link the importance of the skills to their daily life.

3. The teacher did not use various techniques in the teaching learning process. He made a rigid atmosphere so the whole class is passively involved during the lesson. The teacher seemed not to be able to facilitate students' learning process by creating such an interesting activity. Instead of making the



students interested in the material taught, the technique used made the students become unexcited.

4. The teaching-learning media. The teacher basically only uses the textbook for the materials in the teaching-learning activities, and she rarely uses media to make the students pay more attention to and enjoy the class. Media are vital components in the teaching learning process. It is impossible that the teaching-learning process can run well without media. Hamalik (1986: 15) suggest that the use of teaching media in teaching and learning process is essential to increase the students' new attention, to motivate and to stimulate learning activities, and even to bring psychological effect to the students. It means that the use of a medium gives significant result to the students' learning.

### **C. Delimitation of the Problem**

Based on the problem identification, the researcher limited the problems mentioned in this research in order to achieve of the goal of the research. The writer only focused on the use of school bulletin board to improve writing practice of grade 9 students at SMPN 9 Yogyakarta in academic year 2014-2015.

### **D. Formulation of the Problem**

Based on the background and the limitation of the problem, the researcher formulated the problem of this research in the following question: How is the School Bulletin Board media implemented to improve the writing practice of grade 9 students of SMP N 9 Yogyakarta?

### **E. Objectives of the Study**

The objectives of this research is using school bulletin board of recount text to improve writing practice of grade 9 students at SMPN 9 Yogyakarta.

### **F. Significance of the Study**

The writer hopes that this research has some benefits in the English teaching learning process, especially in improving writing practice.

#### **1. the English Teachers**

Hopefully it becomes input that will encourage the teachers to apply School Bulletin Board of Recount text as one of the media in conducting writing practice in English teaching-learning process.

#### **2. the Other Researchers**

Hopefully it becomes one of the references to get the information about the importance of the School Bulletin Board as the media and to inspire those who are interested in conducting research studies on the similar theme.

#### **3. the Students**

Hopefully it can be a new experience for the students that will improve their writing practice. The researcher also expects that the students can be more motivated to learn English through the use of School Bulletin Board of Recount text.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

This chapter presents theories which underlie this research. The discussion of this chapter is divided into two main parts. Those are a theoretical review and conceptual framework. In the theoretical review, the researcher discusses some theories and the research studies which are relevant with the topic. In the conceptual framework, the researcher relates the theory to the study.

#### **A. Theoretical Review**

This sub-chapter discusses some relevant theories which are related to the study. Those are divided into two parts. They are writing and bulletin board. The discussion of each part will be presented below.

##### **1. Writing**

###### **a. Definition of Writing**

There are many experts who define what writing is. According to Pulverness, Spratt, and Williams (2005: 26), writing is one of the four language skills: listening, speaking, reading, and writing. Writing is also one of productive skills which involve communicating a message in the form of letters and symbols. Communicating means sending certain information to others, so, a message must have a purpose. In other words, writing skills

produce a written product which has certain information. Brown (2000: 335) also states that a written product is product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. From the definitions above, it can be inferred that writing is a productive skill which communicates a message to others by thinking, drafting, and revising the written products.

#### **b. The process of Writing**

Richards and Renandya (2002:316) define the process of editing as a classroom activity incorporates the four basic writing stages, those are planning, revising, and editing and three other stages externally imposed on students by the teacher, namely responding, evaluation and post-writing. Writing process in the classroom is highly structured, teacher often plan appropriate classroom activities that support learning of specific writing skills at every stage. The stages are planning, drafting, revising, and editing. The planned learning experiences for students may describe as follows:

### 1) Planning

Planning or prewriting is an activity in the classroom that encourages students to write. It stimulates thought for getting started. In fact, it moves students away from having to face blank page toward generating tentative ideas and gathering information for writing.

### 2) Drafting

The drafting stage focuses on the fluency of writing and is not preoccupied with grammatical accuracy or neatness of the draft.

### 3) Revising

Revising writing can be stated by making decisions about how you want to improve, looking at your writing from a different point of view, and picking places where your writing should be clearer, more interesting, more informative and more concise to the reader. The students re-examine what they write to see how effective they communicate their ideas to the reader.

### 4) Editing

In this stage, the students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers. The stages of writing are planning, drafting, revising, and editing. Every stage of writing influences the next stages. The first stage, that is, planning is the most influencing stage for it is the beginning of the writing.



### **c. Types of Writing Performance**

Brown (2004:220) divides a written performance into four categories that capture the range of written production. The categories are as follows.

#### **1) Imitative**

In this category, a learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and brief sentences.

#### **2) Intensive (controlled)**

This category captures the writing skill in producing appropriate vocabulary within a context, collocation, and idioms, and correct grammatical features up to length of a sentence.

#### **3) Responsive**

In this writing category, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Genres of writing include brief narrative and descriptions, short reports, summaries, brief responses to reading, and interpretations of charts or graphs.

#### **4) Extensive**

This extensive writing implies successful management of all the processes and strategies for all purposes, up to the length of an essay, a term paper, a major research project report, or a thesis. Some English learners in the beginning level from young children to adults need basic training and assessment of imitative writing. The writing activities in imitative level

include making letters, words, and simple sentences. The next level is extensive writing which focuses on grammar, vocabulary, or sentence formation, not necessarily to convey meaning. In the responsive and extensive writing, the activity is more complex because they allow students to do open-ended task. In this case, students of junior high school are supposed to master responsive writing.

## **2. Teaching Writing**

### **a. Teaching Writing in Junior High School**

Teaching writing for students of junior high school is one of the important things that have to be done well. It is because English is one of the compulsory subjects that have to be taught for students of junior high school level. English learning in Junior High school is aimed at making the students gain the functional level that is to communicate written and orally in solving daily problems. One scope of English learning at junior high school is that students can understand and produce a short functional text and short essay in the form of procedure, descriptive, narrative and recount (*Depdiknas 2006*). Therefore, in teaching writing in junior high school level, students are expected to be able to write short functional texts in the forms of four text types. This research focused on one of writing competencies in the school English curriculum. The expected writing competency which is taken from

the grade eighth curriculum of junior high school in first semester is displayed in the following table.

Table 1: Standard of Competence and Basic Competency of Writing for the 8 Grade Students of Junior High Schools (2006) in the First Semester

| Standard of Competence   | Basic Competency   |
|--|--|
| 6. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings | <p>6.1 Expressing the meaning of the simple short functional texts accurately, fluency, and acceptably using written language for interaction in the daily life context.</p> <p>6.2 Expressing the meaning and rhetorical step of simple short essays in written language accurately, fluently, and acceptable to interact with surroundings in the form of recount text</p> |

From the above theories, writing can be one of important subjects for junior high school students. Hence, teachers of English language need to give effective instruction in order to help them reach their goal in learning English, that is, communicate with written language in the forms of various

text types which fit standard of competence and basic competency. Moreover, teaching writing is not only based on standard of competence and basic competency, students is intended to master micro-skills of writing in order to master good writing. Based on Brown (2004:221), students are expected to achieve the micro-skills and macro-skills of writing as follows.

Table 2: Micro-skills and macro-skills for Writing

| <b>Micro-skills and macro-skills for Writing</b>  |
|---|
| <p data-bbox="418 873 586 905"><b>Micro-skills</b></p> <ol style="list-style-type: none"> <li data-bbox="418 947 1179 978">1. Produce graphemes and orthographic patterns of English</li> <li data-bbox="418 1020 1260 1052">2. Produce writing at an efficient rate of speed to suit the purpose.</li> <li data-bbox="418 1094 1328 1199">3. Produce an acceptable core of words and use appropriate word order patterns.</li> <li data-bbox="418 1241 1365 1346">4. Use acceptable grammatical system (e.g., tense, pluralization), patterns, and rules.</li> <li data-bbox="418 1388 1321 1493">5. Express a particular meaning in different grammatical forms. 6. Use cohesive devices in written discourse.</li> </ol> <p data-bbox="418 1535 591 1566"><b>Macro-skills</b></p> <ol style="list-style-type: none"> <li data-bbox="418 1608 1247 1640">7. Use the rhetorical forms and conventions of written discourse.</li> <li data-bbox="418 1682 1365 1787">8. Appropriately accomplish the communicative functions of written texts according to form and purpose.</li> </ol> |

9. Convey links and connection between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
10. Distinguish between literal and implied meanings when writing.
11. Correctly convey culturally specific references in the context of the written text.
12. Develop and use a battery of writing strategies, such as accurately  
Writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

(Brown, 2004:221)

After linking the writing micro and macro skills to the standard of competence and the basic competency, they can be generated as follows.

1. Produce graphemes and orthographic patterns of English. Students need to write with English structure correctly such as spelling, punctuations (commas and full stops) and so on.
2. Produce writing at an efficient rate of speed to suit the purpose. The students are supposed to write efficiently to suit the purpose of a descriptive text.
3. Produce an acceptable core of words and use appropriate word order patterns. The students are supposed to write using suitable word choice. For example, congratulation, sorry, thank you, and so on.

4. Use acceptable grammatical system (e.g., tense and pluralization), patterns, and rules. The students are supposed to write using grammar correctly. In descriptive text, they need to be able to use simple present tense.
5. Express a particular meaning in different grammatical forms. The students are supposed to write using different grammatical forms correctly.
6. Use cohesive devices in written discourse. The students are supposed to write using cohesive devices such as firstly, secondly, then, after that and so on.
7. Use the rhetorical forms and conventions of written discourse. The students are supposed to follow rhetorical forms of greeting cards and descriptive text including the sender, date, and content as well as grammatical features of descriptive text.
8. Appropriately accomplish the communicative functions of written texts according to form and purpose. The students are supposed to write in the correct form of text and fulfill the communicative function of writing that is to describe people and places.
9. Convey links and connection between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
10. Distinguish between literal and implied meanings when writing.
11. Correctly convey culturally specific references in the context of the written text. It is expected that students' experience of writing can reflect their cultural context.
12. Develop and use a battery of writing strategies, such as accurately assessing

### **b. Teaching Writing by Using Genre-Based Technique**

The latest school curriculum of Indonesia namely *KTSP (Kurikulum Satuan Pendidikan)* is developed in the beginning of 2006/2007 academic year. This developed curriculum is used as the guide or the implementation of teaching and learning process in all levels of educational institution including junior high school level. It is believed as the more effective curriculum than the previous. Based on the *KTSP*, teacher can freely select the appropriate teaching methods according to the students characteristics and materials being taught. There are any methods that can be used to teach. However, a good teacher can consider the most appropriate teaching method which is going to be used in delivering teaching materials. In the teaching learning process, teacher follows some stages of teaching and learning cycle. The most effecting methods for implementing genre based approaches is proposed by Feez. Based on Feez and Joyce (1998:27), there are five stages of teaching cycles. They are Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), Independent Construction of the Text (ICOT), and Linking to related Texts (LRT). The more explanation is as follows:

#### **1) Building Knowledge of the Field (BKOF)**

In this first stage, the students are introduced to the social context of an authentic model of the text which is being studied, explore features of the general cultural context in which the text type is used and the social purpose achieves, and explore the immediate context of situation of the model text which

is on the basis of the course objectives and learners' need. There are some activities that can be done in this stage. They are presenting the context through pictures, audio-visual material, realia, field- trips, etc.; establishing the social purpose through discussion; cross cultural activities; related research activities; and comparing the model text with other texts. We can conclude that Building Knowledge of the Field (BKOF) is a stage of teaching and learning cycle which builds students' knowledge of the text related to the social context. The context-building can be done through some activities to present the context and the social purpose.

## 2) Modeling of the Text (MOT)

In this stage, teacher present the modeling text based on the text-type being taught. Then, what the students do is investigating the structural pattern and language features of the model and comparing the model with other examples of the text-type. Modeling activities are undertaken the whole text, clause, and expressions levels. The activities of modeling are presented in relation to the text-type, the social purpose, and the meaning.

## 3) Joint Construction of the Text (JCOT)

Joint Construction of the Text (JCOT) stage allows students to construct the text with others. They begin to contribute to the construction of whole examples of the text type. Meanwhile, the teacher's role is reducing the contribution to the text construction in order to make students move closer to being able to control the text-type independently. In this stage, the teacher can set



some activities. For example, teacher questioning, discussing and editing whole class construction, then scribing onto board, doing skeleton texts, jigsaw and information gap activities, small group construction texts, dictogloss, and also self-assessment and peer-assessment activities. In conclusion, this stage allows students to construct the text with others. The students' role is to contribute to the construction of whole examples of the text type while the teacher's role is reducing the contribution to the text construction in order to make students move closer to being able to control the text-type independently.

#### 4) Independent Construction of the Text (ICOT)

This stage allows students to work independently with the text. Their performances are used for achievement assessment. The teacher can set writing task which demand that students' draft and present the whole text. In brief, Independent Construction of the Text (ICOT) is a stage which sets a role of students to construct the text individually.

#### 5) Linking to Related Texts (LRT)

This stage is the time for students to investigate how they have learnt in this teaching and learning cycle can be related to texts in the same or similar context and to future or past teaching and learning cycles. The activities that can be done in this stage such as comparing the use of across different field text type, researching text types in the same field, role- playing with different roles, comparing spoken and written models of the same text-type, and researching how a key language can be used in other text type. In brief, this last stage of teaching-

learning cycle is a stage of relating this cycle to other texts and the past or future cycle of teaching and learning. After explaining all the stages of teaching-learning cycle, it is concluded that it is the most effective method for teaching-learning process. This cycle allows five steps such as Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), Independent Construction of the Text (ICOT), and Linking to related Texts (LRT). However, this research only follows four main stages of the teaching-learning cycle because of the efficiency. These are Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT).

### **3. The Role of Media**

Media are important in facilitating English learning. In education field, media are various components in learners' environment which support the learners to learn. The use of media can create a good atmosphere in the teaching and learning process.

#### **a. Kinds of Media**

Harmer (2004: 177) states that media such as a range of objects, pictures, cards and other thing can be used for presenting and manipulating language. It lets the students to be active in all activities in the class. Vernon (1996) states that there six kinds of media:

1. Drawing or teachers made drawings

Drawing can be constructed and supported to the topic which is being taught. This media can be designed and applied easily in the classroom to achieve the goal of the teaching and learning process.

## 2. Still Pictures

This media can be shown with the real objects or the events of them outside the classroom. A still pictures is a record or a copy of a real object or events, of which is the size may be longer or smaller than the real object or events, for examples: photograph, bulletin board materials, brochure etc

## 3. Audio recording

Recording is a made of magnetic or on motion picture soundtrack. Sound is presented in the sequence in which the actually happened or edited. Audio recording may be used individually by the teachers or displayed directly to the learners

## 4. Motion picture and TV

A motion picture or video recording is a moving image or picture on color or black and white produced from live action or from graphic presentation which is presented in the TV monitor or computer.

## 5. Real Object, Simulation and Models

This media show the real objects of the thing which will be discussed by the teachers. It includes people, events, objects, and demonstrations. Simulation is one of the real situations which have been designed to be

as near actual events or process as possible. A model is a replica or reality of thing, for example a miniature

#### 6. Programmed and Computer-assisted instructor

Programs in computer can be one of the effective media in the process of teaching and learning. For example, teachers can use power point to explain the topic which will be discussed.

#### **b. Picture Series as Visual Media in Teaching Writing**

Byrne (in Ratnasari 2010) state that visual media has great potential as a teaching aid to develop writing skills and can provide both context and stimulation for a variety of activities. Visual media are the tools in teaching aspects of the language such as phonology, vocabulary and grammar. This media also can develop the different language skills such as listening, speaking, reading and writing. More ever, the use of visualization can get the pupils interested and awakened their thought to be more creative thinker. This can creative natural situation active teaching and learning for the use of language as a means of communication.

There are some kinds of visual media such as object, flashcard, sentence card, wall charts, posters, pictures, photographs, slides. Teachers must select the appropriate media to help them teach material and help the learners understand the materials. In this research, the researcher uses pictures series and bulletin board as media.

Pictures are really useful ways to prompt students into writing stories (Harmer, 2004:69). Pictures series can attract the students' eagerness to start writing and develop their ideas. According to Wright (1989: 3), there are some criteria in using pictures as a media, 1)they should be easy to prepared, 2)they should be easy to organize in classroom, 3)they should be interesting, 4)the activity have to be meaningful and authentic, 5)the activity should give rise to a sufficient amount of language.

According to Wright (1989), pictures contribute to increase the students' interest and motivation, make the students' have sense of the context of the language and pictures can be a specific reference point or stimulus to the students.

### **c. Bulletin board**

Menurut Mulyoto (2007), ada tujuh manfaat adanya majalah sekolah. Pertama, sebagai media penyalur potensi menulis. Siswa dapat menyalurkan bakat serta minat menulis. Kedua, penyalur aspirasi. Siswa mengungkapkan perasaannya dengan tulisan, baik berupa gambar, cerpen, artikel, atau puisi yang nantinya akan dimuat di majalah sekolah. Ketiga, media komunikasi. Tulisan yang dimuat —baik dari siswa, guru atau karyawan— akan dibaca seluruh keluarga besar sekolah. Hal ini secara tidak langsung akan terjadi komunikasi antarpembaca. Keempat, media pembelajaran berbasis baca-tulis. Belajar tidak cukup dengan hanya mendengarkan penjelasan guru, mencatat, dan menghafalkan. Tetapi juga mau membaca masalah-masalah di sekitarnya

dan menuangkan dalam bentuk tulisan. Keberadaan majalah sekolah memberi ruang kepada siswa untuk mempublikasikan idenya. Kelima, media belajar organisasi. Dalam pembuatan majalah sekolah diperlukan pengelola majalah, mulai dari pemimpin redaksi, sekretaris, bendahara, redaktur, wartawan, fotografer, dan lain-lain. Secara langsung, siswa belajar bagaimana membagi pekerjaan untuk membuat majalah sekolah. Keenam, penyemai demokrasi. Dengan adanya majalah sekolah, siswa bisa menuliskan uneg-unegnya dalam bentuk tulisan. Uneg-uneg bisa berbentuk masukan untuk perbaikan sekolah. Ketujuh, media promosi. Tulisan yang ada dalam majalah sekolah sekaligus dapat diketahui orang lain. Selagi majalah itu masih ada, sampai kapan pun orang lain akan dapat membacanya. Dengan kata lain, penerbitan majalah sekaligus bisa menjadi media promosi sekolah tersebut.

<http://medanquindah.blogspot.com/2011/02/majalah-dinding.html>

### **The Benefits of the Bulletin Board**

- There are many benefits that can be derived from the bulletin board. It can be used as communication media. Posts on it are a particular form of communication between certain parties. They present information or events that occur within a certain scope. For example, bulletin board in schools; it writes news or information regarding the activities of the school, it will not be obtained from newspapers or magazines in general. Readers who are concerned with the news is probably not just read, but also respond or react. This is where communication

will occur between the editorial with the readers, and the readers with other readers

- The bulletin board was also important in honing students' ability to involve in an organization, to train the discipline since they have to work on schedule, to learn to be more creative in finding new ideas for themes and display of the bulletin board, and to train students to be more responsible for the task to be done.
- The bulletin board also can be used as a place to patch creativity. It not only shows articles in its columns, but also the creation of visual arts and crafts. Creativity art not only brings beauty, but also consider the economic aspect and the use of objects around. The editor must be smart to choose the news exists in the environment and then process them into an interesting story.
- From the bulletin board, editors and readers will learn a lot. Editor in preparing for the birth of the bulletin board in each edition would require a lot of knowledge or information. Indirectly, the students who are assigned to write one article will read a lot. After all, they have to be equipped with knowledge the writing skills. While for the readers of the bulletin board, instead of getting information, they will be motivated to dig further knowledge. All of the articles in the bulletin board are brief because of the limitation of the space. For more information the readers can find it through other media (newspapers, internet, etc.).
- Because school bulletin board has great significance for both students and teachers, it should be well managed in order to keep its continuity. With a good

management, it is expected that it will always be published in time with the themes and displays that are attractive. Column of the bulletin board at junior level are usually dominated by opinion and literature, the rest will be filled by certain columns associated with creative arts, such as photographs, poems, short stories, cartoons and illustrations.

- The bulletin board was able to motivate students to read and write. The assumption was that students will actively read the text in it because the writer was their own friends. It will also encourage students to write, as their friend did. In addition, students are more willing to submit her writing because the script is not as tight selection newspaper or magazine that is consumed widely.

### **School Bulletin Board Management**

Managing an information media would require good management, well organized and run in accordance with its duties and functions. Bulletin board even need a management or organization so that everything can run smoothly.

### **Editorial Management**

Editorial Management is a management that technically hold direct responsible towards the publishing process from the preparation of the theme, materials preparation, search for materials/news to the publication. Editorial management usually led by a chief editor and helped by other parts underneath as managing editor, reporter and others that are needed.



### **Editorial Team of the Bulletin Board**

- General Executive : principal
- Supervisors: Teachers of English
- Chief Editor: The editor is responsible for the mechanism and work activities of daily editorial. He must oversee the entire contents of the school bulletin he run. He also have to be able to coordinate every activity all of the team members in order to harmonize and complement each other and have to be able to consult the Supervisor about the needs or difficulties in publishing the bulletin board.
- Secretary: 1 member in charge of preparing the proposal and work plan schedule editor for the bulletin board
- Treasurer: 1 member in charge of doing accounting for all the members either income or expenditure.
- Editors:
  - 1) **Reporter Team:** Consists of 2-3 members who are responsible for providing a minimum of 2 articles per member to be submitted to the editor. They can be obtained from the writings of other students, an interview about a current hot topic, or the search for news sources via the Internet. The content must be adapted to the character of students at junior level. A reporter must prepare the equipment and mental. Equipments that must be possessed by a reporter are cameras, tape recorders, paper, pen, etc. The mental preparation includes training in improving capabilities to capture information, and improve self-confidence.

- 2) **Design Team:** consists of two members in charge of laying out the writings from the team of reporters who have been chosen to be good to read. They also have to give illustrate in each section. The design of each rubric is also their responsibility. The design used is the addition of a background image or whether needed or not to give header and so forth. Including, the team have to make a magazine's cover. On the contrary, the design team also have take care of all matters pertaining to the school magazine print-ready script.
- 3) **Editors:** consists of two members in charge of selecting and improving scripts/articles to be published. An editor should be someone who has good writing skills.

### **The Making of the Bulletin Board**

Once the composition of the management or organizational structure of the bulletin board is formed, then the next stages to be executed by a team of the bulletin manufacturing have to be done through several stages. In conducting the making of this bulletin, each member should be disciplined and be responsible for what tasks.

Before getting on the manufacture of the bulletin board, the team itself should carry out meetings to discuss things that are important to be known and understood by every member of the team. The things that need to be discussed include:

### **A. Publishing Time**

Published time of the bulletin board need to be discussed because there are several reasons. One of them is for the implementation of activities should not interfere the study activities as the situation before the exam. Besides, the publishing time should be aware, for example not ahead of the school holidays, because when it is published ahead of the school holiday it would not be worthed because no students will read it. Publishing time should also be considered routine and scheduled such as be published regularly and on time. Publishing can be done for example, once every 2 weeks or every month. The bulletin replacement should not be too fast or too long because if it is replaced too quickly may not be read by students, so it is a pity if what has been done is useless. Likewise, if the replacement is done for too long may result in effects to the reader get bored, so they are reluctant to come see it again.

### **B. Theme**

The bulletin board published should have a different theme for every edition. So that the readers do not get bored with the themes presented and are also expected to add the knowledge of the readers about the themes presented. It is free in choosing the themes, such as the youth, science and technology, current national or international activities, or can also be customized with the months as if it is published in January it can discuss new year problems, when it appeared in April, the problem could be spirit of heroism or the spirit of RA Kartini, etc.

### **C. Rubrics**

Rubrics in the bulletin board are topics that can be presented in it. It can be the same in each publishing time, or it could be changed if needed. The number and types of rubrics in the bulletin board depend on the agreement with the entire member of the team. If the column have determined then the next step will facilitate the distribution of tasks execution. For example, any predetermined rubric charged to two, three or more members, and they are responsible for filling the rubrics. Although they can vary, but it will be better if there are some sections that should be maintained whenever published. Some examples of rubrics that can be loaded in the school bulletin board are:

- News on school
- Short story
- Poetry
- Readers letter
- Profiles of the student/teacher

### **D. Work Schedule**

In implementing the bulletin board making activity, scheduling is something that must be made when it want to be published on time with satisfactory results. Scheduling can be based on the stages of activities to be implemented as the deadline for the collection of materials, sorting materials whether it is feasible or

not to be published, editing, lay outing, decorations etc. A predefined schedule should be implemented as quickly as possible.

The steps to be followed in making the bulletin board are as follows.

A. The collection of the materials is the job of a reporter. The materials that can be displayed in the bulletin board can come from anywhere, such as:

1. Literature Results

Literature can be done through books, magazines, newspapers, internet, and so on.

2. Survey or monitoring in the field

A reporter can search for news sources by going directly to the field to report the events that occur in both school and community environments.

3. Interview

Interviews can be conducted to obtain information directly from the person concerned as experts, practitioners, professionals, analysts, etc.

4. Receiving Delivered Materials

Apart from having to search for the materials of the bulletin board, it can also be obtained by offering it to others to submit articles or posts related to a particular theme are provided to fill certain rubrics.

B. Selection of Materials

The materials obtained can be very much or more than enough to fill the bulletin board or perhaps materials that are less worthy to be displayed.

Therefore, the editorial team should make the selection of materials that can be loaded or can be issued.

#### C. Editing

After selecting the materials then the next step is the process of editing the text, images or photos to be included in the bulletin board. The process of editing the script needs to be done to reduce or even fix mistakes in typing or writing. Then for the photo or image editing is done to enhance the display.

#### D. Settings the Lay Out

Setting the display of the layout is done in order to provide an interesting display that can interest the readers, and do not give the impression of so long and boring. Things that need attention in the layout of such rubrics placement, rubric column sizing, placement of paintings, drawings, photos and so on.

#### E. Decorate the Bulletin Board

After the bulletin board was perfectly layouting, it will be better to give ornaments in the form of pictures or adding other trinkets to enhance the appearance of the display. After the bulletin board is decorated, then it is ready to be published.

#### F. Evaluation

The teams of the bulletin board evaluated both by observation and by the results of the questionnaire reader toward the bulletin presented. Judgments, criticisms and suggestions from readers can be used as capital improvements in the future.

#### **4. Recount texts**

##### **a. Definition**

According to Anderson (1997: 49) a recount is a piece of text retells past events, usually in the order in which they happened. It has a purpose in which it gives the audience a description of what occurred and when it occurred. Knapp and Watkins (2005: 223) also say that a recount is a sequential text that does little more than sequencing a series of events. It is the simplest type of narrative genre. A recount is different from a narrative text in terms of the problems in the sequence of events. Another view comes from Recount can be in the form of letters, newspaper reports, conversations, speeches, television interviews and eyewitness account.

##### **b. Structure of Recount Texts**

It is a point when writers try to create a piece of a recount text. Anderson (1997: 53) states that a recount text has three main parts: - Orientation. It gives background information about who, what, where, and when. - A series of paragraphs it consists of paragraphs which retell the events in the order in which they happened. - Conclusion (optional) It is a paragraph that contains a personal comment. In conclusion, a recount text tells the reader what happened in a past. It begins with an orientation which tells the reader who was involved, what happened, where this event took place and when it happened. Then, the sequences

of events are described in some sort of order e.g. time. Last, it may be a reorientation at the end which summarizes the event.

### **B. Conceptual Framework**

Writing as one of productive skills has a process which consists of planning, drafting, editing, and final drafting. In those phases, students' writing practice of recount text in SMPN 9 Yogyakarta is low. As states earlier, there are some problems which can make students get difficulty in writing. One of the problem is the teacher does not give clear guidelines for students to construct sentences coherently and grammatically. As a result, they could not produce a coherent and understandable text. They also cannot develop their ideas in order form. Besides that, the teacher only focused on the product of writing not the process. She also does not provide interesting media to help the students understand the materials.

As stated above, media are the important thing in the process of teaching and learning. Media can help the learners who have the lack of experiences to be able to correct the learners out of the environment and can improve their motivation.



### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter presents the method which has been used in this research. The chapter consists of type of the research, setting of the research, subjects of the research, the schedule of the research, instruments of the research, data and the technique of collecting data, the technique of the data analysis, validity and reliability of the data, procedure of the research and scoring scheme for writing. Each of them will be presented in the following discussion.

##### **A. Type of the Research**

This research was action research. Action research is part of a broad movement that has been going on in education generally for some time. This kind of research tends to solve problematic situation in order to bring about changes and even better improvements in practice (Burns, 2010:2). Burns (1999:30) also states that action research is the application of fact finding to practical problem solving in a social situation with a view to improve the quality of action in it, involving collaboration and cooperation of the researchers, practitioners and laymen. There are some different models of action research. This research used the Kemmis and Taggart model with some modification. The process of the action research can be shown in the schema below:

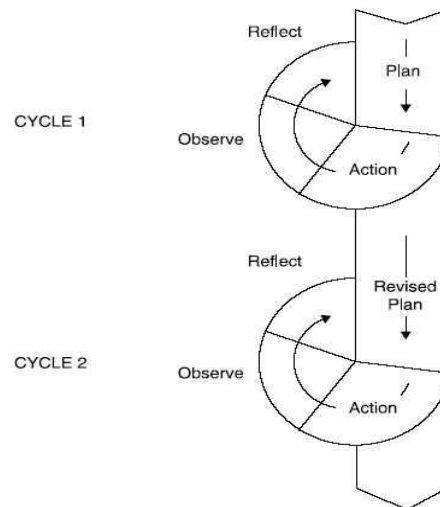


Figure 1. Action

Research model based on Kemmis and Taggart (1988) from Burn (2010:9)

Figure 1 shows that this research consists of four stages such as planning, action, observation, and reflection. This research was action research in which it was collaborative in nature since the researcher collaborated with the English teacher to conduct the research. This research was focused on improving the teaching-learning process of writing. The researcher and the collaborative tried to improve students' writing ability by using picture series and bulletin board as a media.

In conducting this research, the researcher and the English teacher as the collaborator identified the problems occurred in the fields, formulated a planning of actions to solve the problems, implemented the actions, and reflected on the outcome of the actions. Employing observations, interviews, and revisable cycles, this research tried to improve the seventh grade students'

writing skills in the teaching and learning process. The collected data which were used as the sources for the evaluation and reflection so that the researcher could revise her plan to be the more effective one.

## **B. Setting of the Research**

In this point, there were two sub-points: the place of the research and the schedule of the research.

### **1. Place of the Research**

This research was carried out at SMP Negeri 9 Yogyakarta which is located in Jl. Ngeksigondo no. 30 Yogyakarta, near of Kotagede the centre of silver handicraft. Besides, the school is approximately 4 kilometers where the researcher resides; therefore the researcher does not find difficulties to reach the location for data collection.

### **2. Schedule of the Research**

Data collection will be carried out two times a week with duration of eighty minutes in every session. It is held on Saturday at 7.00 a.m. This study will be carried out in the second semester of the academic year of 2014/2015. It will be started in August up to September 2014. The study will take place according to English teaching-learning schedule, on Saturday at 7.00 a.m.

### **C. Subject of Research**

The research was conducted collaboratively by all research members. The main members were the students of IX C. Meanwhile, the other subjects are the English teacher of SMPN 9 Yogyakarta as the collaborator and the researcher herself.

### **D. Instruments of the Research**

#### **1. Field notes**

The field note supported the data from the research. It was aimed at recording the process of teaching and learning. The field note consisted of some notes on students' behavior during the teaching learning process and the weaknesses and obstacles founded in this research. Therefore, the researcher was able to see the students' progress on their writing skills.

#### **2. Observation checklist**

Observations of the teaching and learning process gave the researcher any kind of information needed. It was used to check the application of picture series in teaching and learning process. Observation checklist referred by putting a mark/tick to statements of writing processes which had been done by the teacher.

### 3. Interview guideline

Interviewing guideline was used as a guide when the researcher conducted interview with the students and collaborator during the research. Therefore, the interview would be in the right procedure.

### 4. Writing task

Students' writing task helped the researcher to get information about students' writing practice after the media of pictures series and bulletin board was applied on students' writing. It showed whether there would be improvement of students' writing practice or not during the action of the research.

## **E. Data and Technique of Collecting Data**

The data in this research attained from the instruments in this research.

In collecting the data, the researcher used three techniques as discussed below.

### 1. Interview

The researcher carried out some interviews to the English teacher as the collaborator and the students of class IX C during the research. The interview was conducted on each cycle of the research. It was done in order to see some important points in which the researcher need to make plan for the next action.

### 2. Classroom Observation

The English teacher as the collaborator and the researcher observed the teaching and learning process in class VIII B and students' progress in writing. For the collaborator, observation sheets were also used on this process.

### 3. Testing and evaluating student writing

The researcher gave two tasks in this research which were the result of students' recount practice on writing. Then, the researcher evaluated their writing tasks from the first task to the last task. Each task was used to see whether there was students' improvement on their writing practice.

## **F. Data Analysis**

The data in this research were qualitative in nature and were also be supported by the quantitative data. To obtain the qualitative data, the researcher described the process during the action, interview transcripts, observation checklist, and students' writing. Firstly, the researcher looked up the findings as genuine data such as field notes, interview transcripts, and other notes on students' activity. It was done to meet the process validity. Then, the researcher analyzed the description of opinions, performances and the result of research. Secondly, from the interview with the students and the English teacher as a collaborator, the transcripts were also written. It showed the progress of the implementation given. Additionally, the researcher and the teacher shared their own opinions, ideas, and comments about the implication of the action research. It was useful to avoid subjectivity in analyzing data and getting trustworthiness.

To attain the quantitative data, the researcher applied a writing test on recount texts. The scores from the test would be used to acquire the data by comparing the mean scores of students writing.

### **G. Validity and Reliability of the Research**

To make the data valid, the researcher used four kinds of validity. They were democratic validity, outcome validity, process validity, and dialogic validity as proposed by Burns (1997: 161). Each of the criteria was presented in the following discussion.

#### **1. Democratic validity**

Democratic validity has something to do with the involved subjects' chances to give their opinion, idea, and comment about the implication of the action research. In order to get democratic validity, the researcher did interview with the English teacher and the students to find out their ideas, comments and opinions about the actions which had been done.

#### **2. Outcome validity**

Outcome validity is related to the actions during the research. The actions can be successful if it was within the context of the research. In this research, the processes were related to the improvement of students' writing skills through the use of bulletin board as a media.

### 3. Process validity

Process validity means that the actions were believable. To get the process validity, the researcher collected the data by doing observation, and note during the research. In this research, the process was done in two cycles and each cycle consisted of planning, actions and observation, and reflection steps. The process involved some different data sources and was followed by some evidence that showed the believable process.

### 4. Dialogic validity

Dialogic validity means that stakeholders who involved could take part in the process of the research. This research involved the teacher as the collaborator who could observe the research process. The researcher also used the triangulation to meet the reliability of the research as well. The reliability of the research was obtained by giving genuine data, such as the field notes, questionnaires, and interview transcripts.

The triangulation (Burns, 1999: 163-164) mentioned kinds of triangulation namely time triangulation, space triangulation, investigator triangulation and theoretical triangulation. However, the researcher used two of them which were as follows.

#### 1. Investigator triangulation

There was more than one observer in this research in the same setting. This avoided the observer's bias and provided checks on the reliability of the observation.



## 2. Theoretical triangulation

The data were analyzed from many perspectives. The researcher analyzed the data based on more than one theoretical review in interpreting the data.

## **H. Procedure of the Research**

### a. Determining the thematic concern on reconnaissance

The first step in conducting this study is determining the thematic concern. In this step, the researcher will conduct the observation in the classroom, and interviews with the classroom teacher and the English teacher to identify some problems related to students' attention needed for the plan of action research.

### b. Planning

In this step, the researcher work together with the English teacher of class three to plan some actions. The aim of the actions is to increase the students' attention in the English teaching-learning process. Actions planned to be carried out are as the following:

1. using media in the teaching-learning process,
2. using picture series and bulletin board to improve students writing practice,
3. involving students actively by applying different activities,
4. Using English instructions in the classroom.

c. Acting and Observing the action

In this step, the researcher will implement the actions and observe what happen in the classroom. The actions will be implemented in three cycles, and each cycle will be done in two weeks. Besides, implementing the action plans, the researcher also observe and record the students' reactions during the activities. Based on the observations, notes, and records of students' responses in the teaching-learning process, all research members will discuss the implementation and its changes. The result of the discussion will serve as evaluation for the implementation of the action plans to improve the actions to follow. Then the action will be implemented involve:

1. planning some actions to improve the students' attention,
2. implementing the planned actions in the class,
3. evaluating the implementation practice,
4. reflecting towards what happened to the implementation of the action,  
and
5. Planning the next cycle on the basis of evaluation and reflection.

d. Reflection

In this step, the researcher will make an evaluation of the implementation of the action. The evaluation is useful to show the effectiveness of the action conducted in the teaching-learning processes. The reflection will

be done by all members in this study in every time after each cycle of actions is complete. Each member will give contribution to the reflection on the action that will be taken. It is to find out whether the actions are successful or not. The successful actions will be used and reapplied in the next cycle, but those which are unsuccessful will be changed into the suitable one.

**Table 3. The Scoring Rubric of Students' Writing**

| Writing      | Score | Level                  | Criteria   |
|--------------|-------|------------------------|--|
| Content      | 4     | Excellent to very good | Knowledgeable, through development of thesis, relevant to the topic  |
|              | 3     | Good to average        | Some knowledge of the subject, limited development of thesis, mostly relevant to the topic, but lacks detail |
|              | 2     | Pair to poor           | Limited knowledge of the subject, inadequate development topic   |
|              | 1     | Very poor              | Does not show knowledge of subject, not enough evaluate  |
| Organization | 4     | Excellent to very good | Fluent expressions, ideas clearly stated/supported, well-organized, logical sequencing, Cohesive             |
|              | 3     | Good to average        |  |
|              | 2     | Pair to poor           |  |

|              |   |                           |   |
|--------------|---|---------------------------|---|
|              | 1 | Very poor                 | loosely organized but main ideas stand out,<br>limited support, logical but incomplete<br>sequencing<br><br>Non fluent, ideas confused or disconnected,<br>lacks logical sequencing and development<br><br>Does not communicate, no organization, not<br>enough to evaluate |
| Vocabulary   | 4 | Excellent to very<br>good | Sophisticated range, effective words/idiom<br>choice and usage, word form mastery,  |
|              | 3 | Good to average           | appropriate register  |
|              | 2 | Pair to poor              | Adequate range, Occasional errors of<br>words/idiom form, choice, usage but meaning<br>not obscured   |
|              | 1 | Very poor                 | Limited range, frequent errors of words/idiom<br>form, choice, usage but meaning confused or<br>obscured<br><br>Essentially translation, little knowledge of<br>English vocabulary, idioms, word form, not<br>enough to evaluate  |
| Language Use | 4 | Excellent to very<br>good | Effective complex construction, few error of<br>agreement, tense, number, word order/function,  |

|  |   |                 |   |
|--|---|-----------------|---|
|  | 3 | Good to average | articles, pronouns, preposition pronoun,<br>preposition<br><br>Effective but simple construction, minor<br>problem in complex construction, several errors  |
|  | 2 | Pair to poor    | of agreement, tense, number, word,<br>order/function, articles, pronouns, preposition,<br>but meaning seldom obscured<br><br>Major problems in simple/complex construction,   |
|  | 1 | Very poor       | frequent error of negation, agreement, tense,<br>number, word order/function, articles, pronouns,<br>preposition and/or fragments, deletions, meaning<br>confused or obscured<br><br>Almost no mastery of sentence construction<br>rules, dominated by errors does not<br>communicate, not enough to evaluate |

In assessing students' writing, there were two different independent raters. The first rater was the researcher herself and the second rater was the English teacher in class IX C who qualified for assessing students' writing.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the process of the research conducted in Cycle I and Cycle II, the result of the research, and the interpretation of the findings. Each cycle in this research consists of planning, action and observation, and reflection. This chapter also presents the quantitative data obtained during the research to support the qualitative data. The details of the processes are presented below.

#### **A. Research Findings**

##### **1. Identification of the Field Problems**

To identify problems emerging in the field, preliminary classroom observation and interview were done. The English teacher and the students of IX C were interviewed and the teaching and learning process of IX C was also observed. The interview with the students and the English teacher who became the collaborator were done on June 16<sup>th</sup>, 2014. Meanwhile, the classroom observation was done on June 21<sup>st</sup>, 2014. Based on the classroom observation that was done by the researcher, a vignette which explains the process of English teaching and learning was presented below.

At 10.00, the researcher and the English teacher went to IX C classroom. The researcher sat in the back of the classroom while the English teacher taught students. Firstly, the English teacher checked the students. In the beginning, most of all

students gave their attention to the teacher's greeting but when the lesson started; many of them were busy with themselves. When the teacher gave the instruction, some of them did not do it even there were some that laid to their tables as if they were asleep. However, the teacher gave them advice patiently. The materials used in the teaching learning process were mostly from a LKS. They did the tasks in the LKS then the students write the answer on the whiteboard voluntarily. Most of all the materials in the LKS were not completed with contexts of situation while the teacher did not explain the contexts. Based on the students' works written on the whiteboard, they still made mistakes in vocabulary usage, agreement, and punctuation. Besides, they also could not develop ideas well. They had difficulties to write a simple good paragraph even their sentences were messy. At 11.30, the teacher closed the lesson by reviewing the materials and then saying a prayer.

According to the vignette, it can be implied that the English teaching and learning process did not run very well. The students were noisy during the lesson as they were not interested to the English lesson. In addition, they had difficulties in mastering English too, especially writing. The problems can also be seen from the result of the interview done. The following are some interview transcripts which show students' difficulties:

R : *Menurut kamu menulis Bahasa Inggris itu gimana, Dik? Susah atau gampang*

(What do you think about writing English? Is it difficult or easy?)

Ss : Mm... lumayan susah.(S17)

(Mm... little bit difficult)

R : Apa kesulitanmu? Kata-katanya atau apa?

(What are your difficulties? Vocabulary or what?)

Ss : Iya ,Mbak. Sama kadang nggak dhong. (S19)(S16)

(Yes, Miss. And sometimes I feel confused.)

R : Nggak Dhong apanya dik?

(What did make you confused?)

Ss : Mm ... bingung mau nulis apa gitu. Gimana mulainya.(S19)

(Mm ... I was confused about what to write and how to start)

Iya, mau mulai itu bingung. (S10)

(Yes, it is confusing to start writing)

R : Kenapa bingungnya? Cari ide?

(Why are you confused? Getting ideas?)

Ss : Iya, Mbak, susah banget. Apalagi nulis Bahasa Inggrisnya, beda sama Bahasa Indonesia. (S10)

(Yes, Miss. It is so difficult. Moreover, writing English is different from Bahasa Indonesia)

R : Bagaimana dengan kamu, Dik?

(What about you?)

Ss : Sama kayak temen-temen, Mbak. (S23)

(The same as my friends, Miss.)

R : Oh, gitu. Emang kalo pelajaran Bahasa Inggris terutama menulis kegiatannya apa? (Oh, I see. What about the activities of English lesson especially writing?)

Ss : Opo yo. Biasanya individu ngerjain LKS. (S4)

(What is it? Usually doing task in the LKS.)

R : Apa kalian senang?



(Are you happy with that?)

Ss : Sebenarnya bosan sih mbak, tp mau gimana lagi. (S4)

(In fact, we were bored but we cannot do anything)

R : Oh, lalu kalian sering dikasih tau tentang konteks situasi misal buat apa dan kapan teks itu dipakai nggak?

(Oh, then did your teacher show you contexts of situation such as what and when the text was used?)

Ss : Cuma kadang-kadang, jadi bingung (S23)

(Only sometimes, Miss so it made me confused)

R : Researcher Ss: Students (Interview 2, June 18th 2014)

-----  
R : Lha terus tadi kan kalian disuruh nulis sama Bu Dyah. Kalian bisa tidak?

(Then you were just asked to write by Mrs. Dyah. Can you do or not?)

Ss : Nggak, bingung nulis piye. (Tertawa) (S17)

(No, I was confused on how to write) (Laughing)

Iya, Mbak. Bingung le nginggriske. (S1)

(Right, Miss. I was confused on how to translate into English)

Iya, karang dudu wong Inggris. (Tertawa) (S6)

(Yes, because we were not Englishmen") (Laughing)

Aku ngawur kok, Mbak (S16)

(I did randomly, Miss)

R : Kalau ide tulisan sama susunannya gitu bingung gak?

(Mm... you are confused on the ideas and organization, aren't you?)

Ss : Ho'o, itu juga Mbak (S1)

(Yup, that's also, Miss.)

Bingunge banget. (S17)

(My confusion was bad.")

R : Mm..Terus tadi kalian seneng nggak sama pelajarannya?

(Mm..Then, did you enjoy the previous meeting?)

Ss : Nggak, ngantuk, Mbak. (S16)

(No, sleepy, Miss.)

Ra Dhong Blas (S17)

(Ununderstand anything.)

Ah, sangat membosankan. (S1)

(Ah, so boring.)

R : Researcher Ss: Students (Interview 3, June 21st, 2014)

Eventually, the result of the preliminary classroom observation and interview indicated that there were some problems emerging in the field dealing with the English teaching and learning process, especially writing. The problems are presented in the table below:

**Table 3: The Field Problems in the Class IX C SMPN 9 Yogyakarta**

| No. | Problems   |
|-----|--|
| 1.  | When the teacher got into the class, the students were not yet ready for a lesson.                                 |
| 2.  | Most students were lowly motivated   |
| 3.  | The students could not remember the last material given by the teacher.  |
| 4.  | The teaching and learning process lacked the use of learning media.  |
| 5.  | Most students had difficulties in organizing the paragraph.  |
| 6.  | Most students considered that writing English was difficult.   |
| 7.  | The teacher explained the generic structure of recount texts but did not show the students the model of the texts. |

|     |  |
|-----|--|
| 8.  | The teacher invited some students to come forward and read the recount text, but the rest did nothing. |
| 9.  | When their friend read the text, the students did not pay attention.                                   |
| 10. | The teacher focused on reading than writing.   |
| 11. | Mostly students had difficulties in using appropriate vocabulary.                                      |
| 12. | The students were afraid to ask questions to the teacher.  |
| 13. | The students did not get the teacher's consideration when they found difficulties.                     |
| 14. | Most students did not finish the work.   |
| 15. | The students did not bring dictionary.   |
| 16. | The teaching and learning process lacked the students' involvement.                                    |

According to the problems related to the process of writing teaching learning in table 3 above, it can be identified that the problems were as follows.

#### 1. Teaching style of the teacher

The way of the teacher delivers the materials in the classroom is very essential in the process of teaching and learning. It takes important part and gives positive effect to students' understanding about materials given. However, during the observation done by the researcher, she found that the teacher did not use interesting media to engage students' interest. The teacher took bigger proportion on the activities done during the lesson. She presented the materials by directly telling the

students all the answers without capturing students' involvement. The students' participation during the lesson seemed not to be taken into accounts by the teacher. It made the classroom atmosphere not alive. He also failed to show the model of the text in his presentation. The students, then, became confused and could not get the thought of the materials. Besides, the entire activities were done individually. It made them become harder to start to generate the idea how to write. Subsequently, this created the students to be low motivated.

## 2. Students' interest toward writing

Students' motivation to learn how to write is important to help them focus on the purpose of the lesson. In fact, the students were low motivated and not interested in doing the writing task since the writing activities were not interesting for them. They felt bored and could not get the main purpose of the teaching learning process in the classroom, which was written in the learning objective.

## 3. Students' writing practice

The students' writing practice was needed to be improved. Most of them did not even know how to start to write. They did not succeed to generate the idea, identifying the generic structure of the texts and also the language features used. Their knowledge on writing aspects had to be improved as well. In addition, the teacher as the collaborator asked the researcher to suggest some action plans to overcome the problems found during the teaching and learning process of writing. Then, he said that the action plans should be based on the class schedule and reflected

the ability of the researcher and the teacher himself in carrying out the research. Finally, both researcher and the English teacher as the collaborator determined the actions to overcome those problems

## **2. Implementation of the Actions**

### **a. Report of Cycle 1**

#### **1. Report of cycle I**

The teaching and learning process in Cycle I was divided into two meetings. In the first cycle, the researcher and collaborator managed three steps as presented in the following discussions.

#### **a. Planning**

##### **1) First meeting**

- a) The researcher and collaborator planned to teach the students how to write a recount text in a good order by using the language features and generic structure of a recount text which includes orientation, event(s) and re-orientation.
- b) The researcher and collaborator planned to apply the picture series in the teaching learning process. The activities were as follows.
  - The researcher and collaborator planned to give them some exercises done in pairs
  - The researcher provided times for them to work together in pairs.

- c) The researcher prepared observation sheets and field notes to observe and record the teaching and learning process.

2) Second meeting

- a) The researcher and collaborator planned to give a task to the students and ask them to write a recount text. The topic used was students' holiday.

- b) The researcher and collaborator planned to apply the bulletin board as a media in the teaching learning process. The activities were as follows.

- In class, the groups brainstormed ideas about the topic chosen and organized all supporting information for their writing.
- Students were asked to do planning and drafting on their first draft.
- The researcher and collaborator planned to ask the students to give feedback on other group's work.

- c) The researcher and collaborator planned to see whether the students understood the correction on their writing or not.

- d) The researcher prepared observation sheets and field notes to observe the teaching and learning process.

- e) The researcher and collaborator planned to ask each student to write a recount text right after they had discussions with their group members.

## b. Action and Observation

In the Cycle I, the action was conducted in two meetings. In the first meeting, the researcher held some activities such as teaching the students about the purpose, the generic structure and language features of a recount text and giving them some exercises to enrich their understanding about recount texts. The second meeting was the activity where the researcher focused on the students' activity on the group writing and found their writing problems. The researcher also gave time for them to work in group. In the end of the cycle, the students were asked to do final writing to see whether the technique used gave them better knowledge or not. The detail of the actions in each meeting was discussed as follows.

### 1) First meeting

The first meeting was held on August 23, 2014. The researcher here acted as the classroom teacher and the English teacher became the observer. To start the lesson of the day, the researcher asked the students preliminary questions related to their past experience. One of the questions was quite simple such as "*what did you do last week?*". There were only few students answered the questions and the rest were just listening to their friends. Though the students tried to answer the question in English, they also answered in Indonesian even in Javanese. Then, the researcher repeated the question related to their past experience and asked one of them to answer orally, but the student did not answer the question correctly. He answered it in the

form of present tense and the structure was not correct. He answered, “*at home. I at home*”. Then the researcher asked another student and she also answered the question by using simple present tense. The researcher did not correct the students’ mistake directly after they answered the question, instead of making plans to tell the right pattern in answering the question in the next meeting. Then, the researcher shared out an example of a recount text to the students. The researcher asked three of them to read the text. Each of the students read one paragraph aloud while the other listened to them. The researcher discussed the content and the meaning of the text with the students. Then, to make the students understand easily, the researcher explained the students about the purpose, the generic structure and the language features of a recount text. Firstly, the researcher asked the students about recount texts. The purpose was to observe their preliminary knowledge about the texts. One of them told that a recount text was about a story. The researcher presented the additional information that a recount text was a text which has a social function to retell past events for the purpose of giving the audience a description of what occurred and when it occurred. The researcher explained the generic structure of a recount text which consisted of orientation, event(s) and re-orientation. In the orientation, the students found the actors, the place, and the time of the event (s). The event(s) consisted of series of event(s) that happened. In the re-orientation, they found the feeling or the opinion of the writer about the writers’ experience. To help the students understand better the recount text, the researcher gave them another example of the text which was taken from “*www.englishindo.com*”. The title of the text was



*"Camping on the Mountain"* which told about the writer past experience when he had a vacation. Again, the researcher asked one of the students to read the text aloud and the others listened to her. After that, the researcher asked them about the generic structure of the text. They answered researcher's question by mentioning the generic structure provided in the text. They answered the text consisted of orientation, event(s) and re-orientation. Some of them correctly answered the questions while the rests were listening to their friends' answer. Then the researcher asked about orientation, events, re-orientation of the text respectively. The students answered the orientation was in the first paragraph of the text. Then, they identified the events and the re-orientation of the text. Mostly, the students did not find difficulties to identify the generic structure of a recount text. It quite showed that they understood and could answer the generic structure of the text. The researcher continued to explain the characteristics of a recount text. Then, the researcher asked the students to identify and show what tense used in the text, the researcher asked "Can you tell me what tense used in the text?", some of them responded to researcher question by answering "Simple present tense", "Simple continuous tense" and only few said "Simple past tense". After that, the researcher explained the right answer by showing the sentence from the text. The researcher took a sentence from the part of orientation, "Last holiday, my friends and I went camping on the mountain." The students were asked to identify the tense used in the sentence. Some of them still answered "Simple present tense" but only few who answered "Simple past tense". There was a student who asked, "*Kenapa to Miss kalimatnya dibilang Past Tense?*". Then, the researcher

explained the structure of the simple past tense and the verb used there. It was done to make them understand that the sentence used in the recount text was in the past form because it happened in the previous time. The researcher also gave other examples of the sentences such as “We prepared everything before going on camping”, “The boys prepared the tents, the girls prepared the food, and I checked the accommodations.”, etc. Then, the researcher explained that there were regular and irregular verbs. By showing them the flashcards of some verbs, the students could analyze themselves the difference between regular and irregular verbs which both were used in the simple past tense. The researcher also presented the other language features of recount texts which was the connecting word. On each paragraph of the text, the researcher underlined the words and gave other examples of the connecting words which could be useful for the students to write a recount text such as firstly, next, then, after that, finally, etc. After discussing two examples of recount texts, the researcher made a conclusion what should be written in a recount text. Then, the researcher asked them to work in pairs to do some exercises related to the language features used in a recount text. The number of students on class IX C was 34. The first activity was asking the students to arrange the jumbled sentences and identified the general structure of the text. This exercise got them to write the simple past tense which was always used in writing a recount text. It also allowed the students to learn from each other, as confident students would model successful practice for struggling students. Each student had arranged the text in correct order and found the meaning of the words. It was aimed to enrich their vocabulary and helped them to practice word

change. Then the researcher told the students to submit their work 10 minutes before the class was ended, but some of them spoke simultaneously that their work had not been done. Although they could not entirely finish the task, they seemed to be cooperative with their team member. One student looked for the meaning of words in the dictionary or delivered a question to the researcher, while the others tried to fill the correct answers. Then, the researcher and the students finally discussed the answers and wrapped up the lesson by concluding the generic structure and language features of recount texts before the class was over.

## 2) Second meeting

The second meeting was held on August 27, 2014. The class was opened by the researcher and she checked the students' attendance list. In this second meeting, the researcher started the class by recalling their previous materials. The researcher asked them about the generic structure and the language features used in a recount text. They answered the question respectively. After that, the researcher showed the picture series about Bali. By showing this picture series, the students were expected to get more understanding in identifying the generic structures and language features used in the text. As in the previous meeting, in the second meeting the researcher also had focused on giving multiple tasks to the students. There were guided and semi-guided practices for the students. They still worked in pairs, discussed about the pictures, name of place, and choosing a sentence to be a good recount text. These activities were done to enrich the students' vocabulary and recall their understanding

about language features and generic structure of recount texts. The researcher provided time for them to finish the exercises and discussed the answers together. The implementation in this meeting ran well. The students which were still on their group did the last exercise on that day. They had been asked to write a recount text consisting of 8-10 sentences with their group members. They discussed the title and the whole arrangement of the text. All members of the group were responsible of their group writing. Hence, they discussed the topic carefully and followed the pattern explained by the researcher before. During the implementation, the students often asked the researcher by using Indonesian language i.e, “*Miss kalau V2 nya melihat itu apa?*” or “*Miss bahasa Inggrisnya datang apa ya?*”. Though there were still some students who did not contribute to the group exercise, most students in the group were discussing and arranging the text. They did communication in pairs. Finally, when the time was up, their writings were submitted. The implementation of this session ran well. Even though there were a lot mistakes made by the students, other group recognized it and made correction on the wrong aspects of writing

#### **(b) Observation**

Based on the observation done in cycle 1, the researcher had done all activities based on the observation checklist. The researcher did opening activities, core activities, and closing activities. However, the explanation still lack of grammar.

In addition, students found some problems in the teaching learning process of writing. They cannot apply grammar and organize paragraph well. They also did not ask questions to the researcher when they had difficulties in writing.

### 3) Reflection

Based on the observation that had been done during the teaching learning process in Cycle I, the actions implemented in Cycle 1 were evaluated in the form of reflection. According to the results of observations which were done through writing in the form of field notes, interview transcripts, and samples of students' works, the improvements and weaknesses of Cycle 1 were elaborated.

The first improvement laid on students' motivation in writing. By applying group works with picture series, the students were enthusiastic in learning the materials and doing the writing tasks. It can be proven from these following data:

R : *Em, terus kalian suka nggak sama pelajaran Bahasa Inggris hari ini?*  
(Em, then, did you the English lesson today?)

Ss : *Suka, Mbak.* (S1)  
(Yes, we liked it Miss.)

R : *Kenapa kok suka?*  
(Why do you like it?)

Ss : *Nggak bikin bosan soalnya kelompokan juga.* (S1)  
**(It did not make me bored because we did it in group too.)**  
*Asyik.* (S4)  
**(It was fun.)**

R : Researcher Ss: Students (Interview 7, August 27<sup>th</sup> 2014)

Furthermore, the improvement of Cycle 1 also laid on students' writing practice. By applying picture series and bulletin board, the students were assisted in generating ideas. It can be seen from these following data:

R : *Terus, tadi kan kalian kan disediakan gambar berseri dan kerja berpasangan to, ya kan? Nah, itu membantu kalian nggak?*

(Then, you have been given picture series and pair work, haven't you?  
Did they help you?"")

Ss : *Iya.* (S17)

(Yes)

*Iya, tapi masih bingung sedikit.* (S17)

**(Yes, but I was still little bit confused.)**

*Bantu kok Mbak, asyik juga.* (S5)

**(It helped me Miss, it was fun too.)**

*Mm..Lumayan* (S10)

**(Mm.. Pretty fair.)**

R : *Bantunya gimana?*

(How could they help you?)

Ss : *Ya bantu aja, pekerjaan jadi ringan.* (S17)

**(It just help. The work became easier.)**

*Bisa bantu dapat kata-kata kunci dan ide nulis jadi nggak bingung mau nulisnya.* (S17)

**(It could help to get keywords and idea so that I did not feel confuse in writing.)**

*Ya bisa tahu buat apa nulisnya itu terus garapnya bareng jadi bisa tanya-tanya* (S10)

**(I could know how for the writing then we did it together so that we could ask each other.)**

*Apa ya? Kalau sendiri kan bingung, kalau bareng kan jadi gampang apalagi dijelaskan konteks ceritanya itu.* (S20)

(What is it called? If I did it myself I would be confused, **if I did it together it will be easy especially when the story contexts were explained.**)

R : Researcher Ss: Students (Interview 6, August 27<sup>th</sup> 2014)

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R : *O ya, tadi Miss Era kan udah nyediakan dan jelaskan tentang gambar berseri sebelum kegiatan. Bagaimana menurut kalian? Bantu nggak?*

(Well, Miss Era have presented and explained about picture series before each activity. What do you think? Did they help you?“)

Ss : *Iya, bantu.* (S1)

**(Yes, it did.)**

*Sithik, Mbak. Aku ra pinter Bahasa Inggris e.* (Tertawa bersama) (22)

**(Little bit**, Miss. I was not master in English.“) (Laughing together)

*Lumayan.* (S23)

**(Pretty fair.)**

*Bantu banget, Miss.*(S4)

**(They were very helpful**, Miss.“)

R : *Membantunya gimana?*

(How could they help you?)

Ss : *Jadi lumayan dhong, Mbak.* (S23)

(It became easier, Miss.)

*Kalau pas nggak ada ide kan bisa lihat cerita sebelumnya, nek ra yo takon-takon.* (S1)

**(When I did not have ideas, I can see the explanation above. If I couldn't do that I could ask to others.**

*Bisa lebih asyik, nggak bikin ngantuk* (S4)

**(It became more attractive, it didn't make me sleepy.)**

R : Researcher Ss: Students (Interview 7, August 30<sup>th</sup> 2014)

However, there were still some weaknesses related to the student's mastery of grammar because there was only a little explanation about grammar. The weakness dealing with the researcher's explanation can be seen in the following interview transcripts:

R : *Yang masih kurang jelas yang mana bagian apa, Dik?*

(Which one did you still feel confused?)

Ss : *Urutan-urutan kalimatnya itu lho. (S5)*

(**The order of sentences.**)

*Kalau buat kalimat apalagi paragraf masih acak-acakan gitu. (S10)*

(When I was writing a sentence or a paragraph, it was **disordered**.)

*Iya, Mbak. Masih bingung dikit bagian ngingriske. (S20)*

(Yes, Miss. I was still confused in translating into English)

R : *Apa tadi Miss Anin njelasin grammarnya kecepatan ya?*

(Did I explain the grammar too fast?)

Ss : *Iya, kecepatan dikit. (S10)*

(Yes, **little bit fast**.)

*Kurang contoh kalimatnya, Mbak. (S16)*

(**It was poor of sentence examples**, Miss.)

R : *Oh gitu. Oke, besok Miss Anin jelaskan lebih lanjut.*

(Oh I see. Okay, tomorrow I will explain further.)

R : Researcher Ss: Students (Interview 6, August 27<sup>th</sup> 2014)

R : *Tadi yang masih bingung bagian apa?*

(Which part did you still feel confused?)

Ss : *Ngingriske, Mbak. (S9)*

(**Translating** into English, Miss.)

*Nulis kalimate masih bingung. (S112)*

(**Writing sentences** were still confusing.)



*Ho'o, urutane kalimat. Contohnya baru sedikit tadi. (S4)*

**(Yup, the order of sentences. The examples were just a few)**

R : Researcher

Ss : Students (Interview 8, August 30th, 2014)

Furthermore, the weakness dealing with the low students' mastery of grammar can be seen in the interview transcripts below:

R : *Terus, kesulitan apa yang kalian temui?*

**(Then, did you find any difficulties?)**

Ss : *Artinya, Mbak. (S11)(S16)*

**(The meaning, Miss.)**

*Yang paling sulit ya bikin urutan kalimat yang benar. (S17)*

**(The most difficult was ordering into a good sentence.)**

*Iya, kalau buat kalimat sering acak-acakan. (S16) (tertawa bersama)*

**(Yes, When I was writing a sentence. It was disordered.)**

R : *Oh, jadi masih bingung grammarnya ya?*

**(Oh, so you were still confused on grammar, right?)**

Ss : *Iyo, Mbak. (S6)(S20)*

**(Yes, Miss.)**

R : Researcher Ss: Students (Interview 7, August 30th, 2014)

R : *Bagaimana pendapat ibu mengenai pembelajaran tadi, Bu?*

**(What do you think about the lesson, Ma'am?)**

ET : *Sudah bagus, tadi mengajarnya sudah sip pokoknya. Cuma memang anak-anak kita memang special, istimewa (tertawa) jadi ya maklum. Untuk media juga sudah bagus. Tapi tadi saya lihat anak-anak masih banyak salah grammarnya."*

**(It was good, your teaching was good. However, the students here are special, extraordinary (laughing) so you have to know. The media was also good.**

**However, I saw that the students still made many mistakes in grammar.)**

R : *Terimakasih, Bu. Kira-kira ibu ada masukan apa?*

(Thank you, Ma'am. Would you like to give suggestions?)

ET : *Sepertinya nggak ada masukan. Oh iya, tadi Miss Anin belum menjelaskan grammar pola-pola kalimat ya?"*

(I think no. Oh, you haven't explained about grammar and sentence pattern, right?)

R : *Sudah, Bu tapi ya memang cuma sebentar*

(I did, but I just did it for a while.)

ET : *Untuk besok ditambah saja Mbak.*

(For the next, you have explain more.)

R : *Nggih, Bu. Nuwun.*

(Yes, Ma'am. Thank you.)

R : Researcher

ET : English Teacher (Interview 8, August 30th, 2014)

**Table 8: The summary of Cycle 1**

| Actions  | Successful   | Unsuccessful   |
|--|--|--|
| Using picture series related to the text as teaching medias to grab students' attention. | The teaching media was effective to grab students' attention so that they responded to the researcher's instruction. |  |
| Applying group works.  | The group work was effective that the students worked cooperatively and  | Some students made noise when they asked each other and wasted time. |

|                                     |   |   |
|-------------------------------------|---|---|
|                                     | when they found difficulties they were confident to ask the researcher.                     |   |
| Apply picture series in every task. | Picture series helped the students in generating ideas and they also got keywords to write. | Some students still did not know in generating ideas from the picture series so the researcher need more time to explain. |

In conclusion, there were some improvements dealing with students' motivation and students' writing practice. However, there were still some problems emerged in terms of grammar because there was only little explanation about grammar. Thus, the researcher and the English teacher decided to continue the cycle to solve the problems that occurred and improve students' writing practice.

#### **a. Report of Cycle 2**

The teaching and learning process in Cycle 2 was conducted in two meetings. In this cycle, the researcher and the English teacher as the collaborator tried to overcome the writing problem focused on grammatical mastery in students' writing

practice by using picture series and bulletin board as the media. In this cycle, three steps were administered as discussed in the following sections.

### **1) Planning**

The following shows the specific planning of Cycle II.

#### **1) Third meeting**

- a) The researcher and the collaborator planned to control the class more effectual and conducive.
- b) The researcher and collaborator planned to give more explanation on generic structure, language features, and cohesive device of recount texts.
- c) The researcher and collaborator, planned to give detail information on students' mistakes in language use.
- d) The researcher and collaborator planned to provide the students with the practice of language features on recount text.
- e) The researcher and collaborator asked the students to bring a dictionary to help them when needed.

#### **2) Fourth meeting**

- a) The researcher and collaborator planned to divide the students into groups of four/five.

- b) The researcher and collaborator planned to ask the students to write a text in groups and guided them to follow the steps of making bulletin board.
- c) The researcher and collaborator prepared field notes and observation sheets to records the process of teaching and learning.

### **b. Action and Observation**

#### **3) Third meeting**

The third meeting was held on August 30, 2014

As usual, to start the lesson on that day, the researcher opened the class by greeting the students and checking the roll in about 5 minutes. In this meeting, the researcher and collaborator tried to concern on students' interaction during the process of writing the recount texts. First, the researcher gave their work which had been done on the last meeting. After that, the researcher asked the students whether they understood or not. Mostly they said that they understand. Right after they got their own work, they re-wrote the final version of their writing. The researcher noted the students' interaction and activity during this step. 25 minutes later the researcher got their works and the students were prepared to work for the next activity. Then, the researcher asked them to write another recount text which was based on their personal experience in about 40 minutes. The topic they wrote was about "Holiday". After that, she distributed individual worksheet contain picture series entitle "My fun Holiday at Home". The students had to make recount text based on the picture in each

paragraph individually. They may look their own dictionary if they do not know some word in English. They got enough information from the previous activity, such as the generic structures, the use of simple past tense, and also other language features of the recount texts on their writing before. Therefore, the students could easily put their ideas to write their own recount text in the end of the cycle.

#### 4) Fourth meeting

The fourth meeting was held on August 27, 2014. The class was opened by the researcher and she checked the students' attendance list. P asked about the preparation of S today to make a bulletin board. P directs students to sit according to their own group and issued a recount stories they create. Each discussion group chose two stories recount that is considered the best and most suitable to the characteristics of recount text. Representatives of each group discussed recount stories selected to the P, while the other group members make and decorate a bulletin board. After all the stories recount the fix, then all students continue to make the bulletin board. The results of the completed bulletin board was displayed on the board and then assessed by the P and English teacher

Before closing the lesson, the researcher asked about students' difficulties then reviewed what had been studied. After that, the students were asked to study the next lesson that was describing places. Finally, the lesson was closed.

## **b) Observation**

Based on the observation done in cycle 2, the researcher had done all activities based on the observation checklist. The researcher did opening activities, core activities, and closing activities. In addition, students also showed some improvements that they were more enthusiastic, their grammatical mistakes became minimal, they can generate ideas well, and they were not afraid to ask the researcher about their difficulties in writing.

## **3) Reflection**

Based on the observation done during the teaching learning process in Cycle 2, the actions implemented in Cycle 2 were evaluated in the form of reflection. According to the results of observations which were done through writing in the form of field notes, interview transcripts, and samples of students' works, the improvements and weaknesses of Cycle 2 were elaborated. Those improvements laid on students' writing practice, such as generating ideas, grammatical mastery, and paragraph organization.

By applying pictures, and group work, the students were enthusiastic to do writing activities which affected their writing ability in terms of ideas generation and paragraph organization concurrently. It can be seen from these following data:

As indicated in Cycle 1, the application of pictures and group work could arouse students' motivation in learning materials being taught. It could lead the

students to focus and pay attention to the materials presented. Besides, it could also arouse their enthusiasm in doing writing tasks. By applying pictures, and group work, the students were enthusiastic to do writing activities which affected their writing ability in terms of ideas generation and paragraph organization concurrently.

It can be seen from these following data:

R : *Bantunya gimana?*

(How did it help you?)

Ss : *Jadi nggak bingung nulis tentang apa terus bisa nyambungin.* (S19)

**(I did not become confused in what to write and connected.)**

*Jadi lebih gampang nulisnya.* (S20)

**(It made easier to write.)**

R : *Terus peningkatan apa yang kalian rasakan dalam menulis?*

(What improvement did you you got?)

Ss : *Sekarang sudah bisa buat kalimat yang betul terus nyambungin.* (S20)

**(Now, I can make sentences correctly then connect them.)**

*Udah tahu gunanya nulis buat apa dari contoh.* (S18)

**(I have known the aim of the writing based on the example.)**

*Jadi kalau nulis berkurang salahnya.* (S1)

**(My writing became less of mistakes.)**

*Yang pasti nggak acak-acakan lagi, Mbak.* (S4)

(Something which was clear was that **my writing was not messy again.**)

R: Researcher; Ss: Students (Interview 10, September 3<sup>rd</sup> 2014)



### 3. General Findings

There were some differences between the condition before the actions and after the actions were conducted. The following is the summary of the changes which happened before and after the implementation of the picture series and bulletin board)

Table 10: The changes (before and after the implementation)

| Before actions were conducted  | After actions were conducted  |  |
|--|---|--|
|  | Cycle 1   | Cycle 2  |
| The teaching and learning process was not attractive because it lacked the use of learning media as the teaching aids helping students' English mastery. | Picture series related to the recount text about 'first experience' | Picture series related to the recount text about 'holiday' and group work making the bulletin board. |
| Mostly students wrote in inappropriate structure.  | Mostly students made many mistakes of grammatical mistakes.         | Mostly students' grammatical mistakes were decreased.  |
| Most students could not develop ideas well. It   | Students could express their ideas most relevant to                 | Students could express their ideas relevant to the   |

|   |  |   |
|---|--|---|
| could be seen from their writings that they were stuck in developing the topic or supporting sentences. | the topic and seemed trying to develop the ideas into supporting sentences but lacked detail.                                  | topic and supporting sentences.   |
| Most students wrote many mistakes related to grammar, generic structure, language use, conjunctions.    | Some students made several errors of grammar, generic structure, language use and conjunctions.                                | Only few errors of grammar, generic structure, language use and conjunctions were made.   |
| Most students had difficulties in organizing sentences into a good paragraph.                           | Students' writing was loosely organized but main ideas stand out with limited supporting sentences, and incomplete sequencing. | Students showed fluent expression, stated ideas or supporting sentence clearly and succinctly. Their paragraphs are well-organized with logical sequencing, and cohesive. |
| The activities of writing applied in the classroom forced students to simply produce pieces of writing  | The students were given picture series to motivate them making recount text easier.  | By making the bulletin board can be a fun activity for students to increase the students' motivation in   |

|  |  |                      |
|--|--|----------------------|
| without giving them activities which helped them to relate their experience of writing to their experience |  | writing recount text |
|--|--|----------------------|

In brief, the result of this study can be seen in the following chart which shows the mean scores of the four writing aspects in each cycle:

In Cycle 1, the average between meetings 1 and 2 was 3.19 for the content, 2.90 for the organization, 2.71 for the vocabulary, and 2.72 for the language use. It can be implied that the actions implemented in Cycle 1 were successful to improve students' motivation and students' writing practice in term of ideas generation. However, there were still some problems occurred dealing with the teaching-learning process and the students' grammatical features mastery. Consequently, the researcher and the collaborator continued the cycle.

In Cycle 2, the average between meeting 3 and 4 was 3.29 for the content, 3.07 for the organization, 2.8 for the vocabulary, and 2.77 for the language use. It can be implied that the actions implemented in Cycle 2 were successful to improve students' motivation and students' writing practice in terms of generating ideas, grammatical features mastery, and paragraph organization.

In brief, by applying picture series and bulletin board, students have experienced writing with a purpose. They can apply the communicative purpose in their real life. In addition, bulletin board improved the motivation of writing so students' task achievement of writing improved. Therefore, the researcher and the collaborator decided to stop the cycle.

## **B. Research Discussion**

As the final reflection, the result of this research was discussed by the researcher and the English teacher as the collaborator. Furthermore, they drew a conclusion that picture series and bulletin board can be the effective media to help students in doing the writing. Therefore, after the result of the last cycle had shown a good improvement in students' writing practice, the researcher and the collaborator decided to stop the cycle. It can be seen from these data:

### **1. Qualitative Data**

The sources of the qualitative data were acquired from the observation in the form of field notes, interview transcripts, photographs, and samples of students' works. Those data gave the significant result of this research. From the observation and interview at the reconnaissance stage, it can be implied that students assumed English, especially writing, as a difficult and useless subject because seldom used English in everyday life. Since those problems occurred, the researcher and the English teacher decided to solve the problems by applying some strategic solutions.

The solutions were by using picture series to help student make recent text easier. The aim of this solution is to show students that they need English, especially writing English, in many aspects of their life. Furthermore, they could getting their ideas and change their assumption that writing was not useful in their life. Besides, the students had difficulties in using appropriate vocabulary, verb, and language use. They also had difficulties in generating ideas and organizing them into good paragraphs. Moreover, they had low grammatical mastery. Therefore, the researcher and the English teacher agreed to use picture series and bulletin board. The aim of this solution is to solve the writing problems in terms of ideas, grammatical features, and organization.

## **2. Quantitative Data**

The quantitative data were acquired from the gain scores of the five writing aspects. However, to ease the interpretation, the researcher presents a conversion table consisting of five categories namely “poor”, “fair”, “good”, “very good”, and “excellent”. The table is presented as follows:

Table 11: Conversion table of students' writing scores

| No.            | Class Interval | Categorization | Frequency |    |         |    |
|----------------|----------------|----------------|-----------|----|---------|----|
|                |                |                | Cycle 1   |    | Cycle 2 |    |
|                |                |                | 1         | 2  | 1       | 2  |
| 1              | 14.1 - 16      | Excellent      | 2         | 2  | 2       | 2  |
| 2              | 12.1 – 14      | Very good      | 6         | 10 | 10      | 11 |
| 3              | 10.1 – 12      | Good           | 14        | 15 | 18      | 19 |
| 4              | 8.1 – 10       | Fair           | 10        | 6  | 3       | 2  |
| 5              | 6.1 – 8        | Poor           | 1         | 0  | 0       | 0  |
| Total students |                |                | 34        | 33 | 33      | 34 |

The conversion table above showed that students' scores of writing improved every meeting. Based on the table, it can be interpreted that in the first meeting, there were still some students who were in the "fair" and "poor" categories, however in the second meeting, the numbers of "poor" and "fair" category decreased. In the third meeting, there were no students in the "poor" category. Most of them were in the "good category". Finally in the fourth meeting, most students were in "good" and "very good" category.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

In this chapter the researcher presents three different points. They are conclusions, implications, and suggestions. Each point is described as follows.

#### **A. Conclusions**

This research belongs to action research. The actions of the research were implemented in English class at SMP Negeri 9 Yogyakarta. It started from August up to September. The involved participants of this research were the researcher, the English teacher, and the students of IX C class of SMP Negeri 9 Yogyakarta. This research had attained some data that were related to the use school bulletin board to improve writing practice on picture series of recount text. According to the data analysis conducted in this research, the application of school bulletin board is believed to be helpful to improve students' writing practice. Based on the information obtained from the discussion in the previous, it can be conclude that implementation of picture series in the teaching and learning process of writing is believed to be effective to improve the students' practice in writing. The improvement descriptions are presented below.

1. The students can decrease their writing problems in four aspects of writing that include content, language use, vocabulary and organization. It is possibly happened

because the use of picture series and school bulletin board based activities are effectively proven to facilitate the students to improve their writing practice.

2. Picture series are two dimensional media that make students able to engage and interest more in the teaching and learning process of writing. As the result, the students can improve their motivation in the teaching and learning process.

3. Bulletin board, or better known by the acronym “Mading” is one type of media or means of information delivery and distribution of interests and talents that is worked and managed by certain groups and also for certain circles. School bulletin board is run by both students and teachers and is usually presented to be readable by the members of the school. Beside as a medium for conveying information (announcements or news) it may also can be used as event or a means for developing interest and talent of both students and teachers in the field of writing.

4. The improvements of the students’ ideas and motivation will also contribute to the effective teaching and learning process of writing. When the students are motivated and have no difficulties in writing, the teaching and learning process will automatically run well. On the other word, it can also be said that the use of school bulletin board can motivate the students which in turn maximize the teaching and learning process of writing



## **B. Implications**

Based on the result of the research, it is implied that picture series and bulletin board were effective to improve students writing practice. The implication of the benefit of picture series and school bulletin board in the teaching and learning process of writing are presented below.

1. The use of picture series and bulletin board could improve the students' writing practice in for aspect that includes content, vocabulary, language use and organization.
2. The use of bulletin board could also improve the students' motivation in the teaching and learning process of writing. It implies that it would be better for teachers to use bulletin board as a media in their teaching and learning process of writing to make the students' motivation in writing improve.

## **C. Suggestions**

After conducting this action research, the researcher proposes the suggestions for English teacher and other researcher as presented below:

1. For the English teacher

It is quite important for the English teacher especially the English teacher in SMPN 9 Yogyakarta to improve students writing practice. The teacher needs to arrange certain activities that make the students work actively and will not get them

bored during the teaching and learning process. Therefore, they need to use appropriate media to suit with the students' needs in teaching writing. Using bulletin board in the teaching and learning process of writing since it is effective to improve students' writing practice.

## 2. For the other researcher

The results of this research are expected to encourage other researchers to conduct further study dealing with writing practice or for other skills.

# **APPENDIX A**

# **INSTRUMENT**

# **APPENDIX B**

# **COURSE GRID**

**APPENDIX C**

**LESSON PLANS**

**APPENDIX D**

**FIELD NOTES**

**APPENDIX E**

**INTERVIEW**

**TRANSCRIPT**

**APPENDIX F**

**OBSERVATION**

**CHECKLIST**



**APPENDIX G**

**ATTENDANCE**

**LIST**

**APPENDIX H**

**STUDENTS' WRITING  
SCORES**

**APPENDIX I**

**SAMPLES OF**

**STUDENTS WRITING**

**APPENDIX J**

**PHOTOGRAPHS**

**APPENDIX K**

**PERMIT LETTERS**

### WRITING SCORE

| Writing      | Score | Level                  | Criteria  |
|--------------|-------|------------------------|---|
| Content      | 4     | Excellent to very good | Knowledgeable, through development of thesis, relevant to the topic   |
|              | 3     | Good to average        | Some knowledge of the subject, limited development of thesis, mostly relevant to the topic, but lacks detail  |
|              | 2     | Pair to poor           | Limited knowledge of the subject, inadequate development topic  |
|              | 1     | Very poor              | Does not show knowledge of subject, not enough evaluate   |
| Organization | 4     | Excellent to very good | Fluent expressions, ideas clearly stated/supported, well-organized, logical sequencing, Cohesive  |
|              | 3     | Good to average        | loosely organized but main ideas stand out, limited support, logical but incomplete sequencing  |
|              | 2     | Pair to poor           | Non fluent, ideas confused or disconnected, lacks logical sequencing and development  |
|              | 1     | Very poor              | Does not communicate, no organization, not enough to evaluate   |
| Vocabulary   | 4     | Excellent to very good | Sophisticated range, effective words/idiom choice and usage, word form mastery, appropriate register  |
|              | 3     | Good to average        | Adequate range, Occasional errors of words/idiom form, choice, usage but meaning not obscured   |
|              | 2     | Pair to poor           | Limited range, frequent errors of words/idiom form, choice, usage but meaning confused or obscured  |
|              | 1     | Very poor              | Essentially translation, little knowledge of English vocabulary, idioms, word form, not enough to evaluate  |
| Language Use | 4     | Excellent to very good | Effective complex construction, few error of agreement, tense, number, word order/function, articles, pronouns, preposition pronoun, preposition  |
|              | 3     | Good to average        | Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word, order/function, articles, pronouns, preposition, but meaning seldom obscured            |
|              | 2     | Pair to poor           | Major problems in simple/complex construction, frequent error of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, deletions, meaning confused or obscured |
|              | 1     | Very poor              | Almost no mastery of sentence construction rules, dominated by errors does not communicate, not enough to evaluate  |

Adapted from: Weigle, C. S. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.

## INTERVIEW GUIDELINE

### Before the Action

#### 1. For the Teacher

- a. Apa pendapat Ibu mengenai pembelajaran Bahasa Inggris di SMP Negeri 9 Yogyakarta?
- b. Bagaimana kemampuan *writing* siswa kelas IX ?
- c. Apakah selama KBM siswa memahami penjelasan ibu tentang teks recount? Menurut Ibu mengapa?
- d. Apakah selama KBM siswa memahami tujuan komunikasi dalam menulis? Menurut Ibu mengapa?
- e. Kesulitan apa yang Ibu temui selama mengajar Bahasa Inggris khususnya *writing*?

#### 2. For the Students

- a. Bagaimana menurut Anda pelajaran Bahasa Inggris itu?
- b. Apakah Anda suka pelajaran Bahasa Inggris? Mengapa?
- c. Apakah Anda suka menulis Bahasa Inggris? Mengapa?
- d. Apakah kesulitan yang Anda temui ketika menulis menggunakan Bahasa Inggris?
- e. Kegiatan apa yang biasa dilakukan saat pembelajaran menulis?
- f. Apakah Anda kesulitan mendapatkan ide saat menulis? Mengapa?
- h. Ketika pembelajaran menulis, apakah Anda tahu tujuannya?

### After the Action

### 1. For the Teacher

- a. Bagaimana pendapat ibu mengenai pembelajaran yang baru saja berlangsung?
- b. Menurut ibu, apakah aktivitas-aktivitas yang telah dilakukan sudah mempermudah siswa dalam menulis?
- c. Apakah gambar berseri yang diberikan bisa membantu dalam mengajar dan membantu siswa mencari ide dalam penerapannya sehari-hari?
- d. Apakah konteks situasi dan kata-kata kunci yang diberikan dapat membantu siswa dalam menulis?
- e. Apakah terdapat kendala dalam menggunakan aktivitas dalam kegiatan belajar mengajar?
- f. Bagaimana sebaiknya, apakah aktivitas tetap dilanjutkan atau perlu adanya penggantian aktivitas?
- g. Apa saran ibu untuk pembelajaran selanjutnya?

### 2. For the students

- a. Bagaimana pembelajaran tadi? Menyenangkan atau tidak?
- b. Apakah aktivitas dapat dipahami? Mengapa?
- c. Apakah situasi yang disediakan bisa membantu kamu memahami perintah?
- d. Dengan gambar berseri, apakah kamu terbantu dalam mencari ide dalam menulis?
- f. Menurutmu, apakah ada yang kurang dengan aktivitas tadi?
- g. Apakah dengan penggunaan gambar berseri dan media majalah dinding bisa membantu kalian dalam belajar writing?



USING SCHOOL BULLETIN BOARD OF RECOUNT TEXT TO IMPROVE WRITING PRACTICE OF GRADE 9 AT SMPN 9  
YOGYAKARTA IN THE ACADEMIC YEAR 2014/2015  
(Course Grid)

School : SMPN 9 Yogyakarta

Subject : English


Skill : Writing








Grade/Semester : IX/1

Time Allocation : 8 x 40 minute

Standard of Competence : Writing 6. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings

| Basic Competency  | Indicators   | Learning Materials  | Topic                      | T and L Activities  | Assessment   |  |   |
|---|--|---|----------------------------|---|--------------|--|---|
|   |  |   |                            |   | Technique    | Instrument form  | Examples  |
| Writing 6.2<br>Expressing the meaning and rhetorical step of simple short essays in written language accurately, fluently, and acceptable to interact with surroundings in the form | <ul style="list-style-type: none"> <li>- Students are able to identify the information in a recount text.</li> <li>- Students are able to identify the grammatical pattern used in a recount text (vocabulary</li> </ul> | <p>1. A Recount text<br/> <b>“Camping on The Mountain”</b></p> <p>Vocabulary list:<br/>           Camping, mountain, the spot, tent, utensils, campfire</p> <p>Generic Structure:<br/>           Orientation<br/>           Sequence of events<br/>           Evaluation<br/>           Orientation</p> <p>Grammar:<br/>           Simple Past Tense<br/>           S + verb2 + O</p> | <i>My First Experience</i> | <p><b>BKOF</b></p> <ul style="list-style-type: none"> <li>- The teacher remind the students about the recount text which has been learned in the previous meeting</li> <li>- The teacher and students discuss and identify the grammatical pattern used in a recount text (vocabulary, adjective, adverb, tenses).</li> </ul> <p><b>MOT</b></p> | Writing Test | Writing test (write a recount text correctly and accurately according to the student's experience) | <p>1. Look at the pictures and read the text carefully. Then identify the characteristic of the text!</p> <p>2. Write a recount</p> |

|                  |  |   |                       |   |   |
|------------------|--|---|-----------------------|---|---|
| of recount text. | <p>y, adjective, adverb, tenses).</p> <p>- Students are able to identify the generic structure of a recount text.</p> <p>- Students are able to write a recount text accurately.</p> | <p>2. Recount text:<br/> <b>“Travel on The Plan for the first Time”</b></p> <p>Vocabulary:<br/> Travelling, plane, abroad, airport, check-in, trip, took off</p> <p>Generic Structure:<br/> Orientation<br/> Sequence of events<br/> Evaluation<br/> Orientation<br/> Grammar:<br/> Simple past tense<br/> Subject + verb 2<br/> Signal word <b>Conjunctions</b> (one day, later, after that)</p> <p>3. Pictures related “Bali Island”</p> <div data-bbox="468 898 1058 1360">  </div> | <p><i>Holiday</i></p> | <ul style="list-style-type: none"> <li>- The teacher gives the students an example of recount text about camping and then guides them how to express in recount text.</li> <li>- The teacher gives questions about the vocabulary, structural pattern, and general structure.</li> <li>- Students answering the whole text including the topic, the generic structure, and grammatical pattern used in the text with guidance from the teacher.</li> </ul> <p><b>JCOT</b></p> <ul style="list-style-type: none"> <li>- Students work in group.</li> <li>- The teacher gives the students a recount text.</li> <li>- Students discuss and do the task with their partner.</li> <li>- Peer correction between groups.</li> </ul> <p><b>ICOT</b></p> | <p><i>text based on the pictures below by put the text in the table in correct order.</i></p> <p><i>3. Write down in pair at least 10 sentences telling your past experience holiday in Bali, based on the pictures below.</i></p> <p><i>4. Write down individually at least 10 sentences telling</i></p> |
|------------------|--|---|-----------------------|---|---|

|  |  |   |  |  |  |   |
|--|--|---|--|--|--|---|
|  |  |  <br><br><p>4. Pictures related 'Holiday activities at home'</p>  <br>  | <ul style="list-style-type: none"> <li>- Students work individually.</li> <li>- Teacher gives some topics related student's holiday experiences.</li> <li>- Students make a recount text based on pictures given.</li> </ul> |  |  | <p><i>your past experience in holiday, based on the pictures below.</i></p> |
|--|--|---|--|--|--|---|

|  |   |  |  |  |  |  |   |
|--|---|--|--|--|--|--|---|
|  | <ul style="list-style-type: none"> <li>- The student are able to write a recount text about their first experiences during the holiday</li> </ul> |  |  | <ul style="list-style-type: none"> <li>- Students work in group</li> <li>- Every student in each group re-write some recount text consist of their first experiences</li> <li>- Peer correction between group</li> <li>- Each group choose some recounts text that have been revised by the teacher and other group to display on bulletin board</li> <li>- Each group make a simple bulletin board</li> </ul> |  |  | <p><i>Make a bulletin board!<br/>Rewrite your recounts that have been revised by your friend and teacher!</i></p> |
|--|---|--|--|--|--|--|---|

## LESSON PLAN

School : SMPN 9 Yogyakarta  
 Subject / Skill : English/ Writing  
 Grade/Semester : IX/1  
 Text type : Recount  
 Topic : My First Experience  
 Time : 2 x 40'

### A. Standard of Competency

6. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings

### B. Basic of Competency

- 6.2 Expressing the meaning and rhetorical step of simple short essays in written language accurately, fluently, and acceptable to interact with surroundings in the form of recount text.

### C. Indicators

- Students are able to identify the information in a recount text.
- Students are able to identify the grammatical pattern used in a recount text (vocabulary, adjective, adverb, tenses).
- Students are able to identify the generic structure of a recount text.
- Students are able to write a recount text accurately.

### D. Learning Objectives

Students are able to write a recount text based on their first experiences.

#### 1. Learning Material

- **Input Text**

##### a. Camping on the Mountain

Last holiday, my friends and I went camping on the mountain. We went to Guci, Tegal. The spot is near from our town. It is about 2 hours to get there. We choose Guci because it is not too far from settlement. ***Orientation***

We prepared everything before going on camping. The boys prepared the tents, the girls prepared the food, and I checked the accommodations. We brought cooking utensils and the food from home, clothes, camera, guitar, etc. We went there by bus. We went there in the sunny morning and hoped no rain during camping.

On the first day, we sat up the tent on the spot near waterfall. The girls made the fence of the area but the boys took a bath on the river. Then, we cooked the food for the lunch, had lunch together, tried to fish in the river but we got a sandal. ***Sequence of events***

On the second day, we had some activities. We went on hiking up the mountain, took some pictures in tea garden, and picked strawberry. The last night of our camping was so cold, we made a campfire, sang song together and told spooky stories which made us fear. ***Sequence of events***

We had camping for about three days. On the last day, we packed everything we bought. we cleaned the area and made sure there was nothing left except our footprint. We didn't took anything except took photos, we remembered that we must keep the nature, friendly with them and they will be friendly with us. We made a memory by taking photos together in front of a waterfall and then went home happily. We felt very tired. ***Re-orientation***

<http://www.englishindo.com/2014/03/contoh-recount-text-tentang-holiday.html>

#### **b. Travel on The Plane for the First Time**

When I was young, I did not really like travelling. I preferred playing games on the computer. I never travelled abroad on the plane until 1998. At that time, I was 21 years old.

My first trip was a 4-day trip to Taipei. Before I came to the airport, I did not know how to check-in. All procedures were so new to me. I remembered I was so excited when the plane took off. I really enjoyed my trip at that time.

After the trip, I like travelling. I also travelled to Korea, France, Germany, Switzerland, Italy and Austria.

Priyana, Joko, et.al. *Scaffolding English for Junior High School Students Grade VIII*

PusatPerbukuan, DepartemenPendidikanNasional. Jakarta:2008. Page 88

(Adapted from: [www.simonblog.com](http://www.simonblog.com))

## 2. Related Information

- A recount text is a text which tells ‘what happened’. The purpose of the text is to document the series of events and evaluate their significance in some way. It focused on a sequence of events, all of which related to the occasion. It also has experiences of attitude and feeling, usually made by the writer about events.
- **Characteristics of Recount Text**
  - A *recount text* is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.
  - *Orientation* tells who was involved, what happened, where the events took place, and when it happened. Example: Last holiday, my friends and I went camping on the mountain.
  - *Events (event 1 and 2)* tell what happened and in what sequence. Example: On the first day, we sat up the tent on the spot near waterfall • *Reorientation* consists of optional-closure of events/ ending. Example: the last day, we packed everything we bought.
  - The features are including who? Where? When? Why? Noun or pronoun, and past tense. Examples: *I, at home, last night, a book, I took....*
- Common Grammatical patterns of a recount include:
  - Use of noun and pronoun to identify people, animals, or things involved
  - Use of action verb to refer to events
  - Use of past tense to located events in relation to sequences the events
  - Use of adverbs and adverbial phrases to indicate place and time
  - Use of adjectives to describe nouns

### Related Pictures





- a. **Teaching Method** : Four Stages Technique
- b. **Teaching Stage**: The teaching-learning process uses the text-based approach. The sequences of the activity are:
  1. Building Knowledge of the Field (BKOF)
  2. Modeling of the Text (MOT)
  3. Joint Construction of the Text (JCOT)
  4. Independent Construction of the Text (ICOT)

Steps of learning activity:

### **Opening**

- Praying and greeting students
- Checking students' attendance

### **1. Building Knowledge of the Field (BKOF)**

- The teacher remind the students about the recount text which has been learned in the previous meeting
- The teacher and students discuss and identify the grammatical pattern used in a recount text (vocabulary, adjective, adverb, tenses).

### **2. Modeling of the Text (MOT)**

- The teacher gives the students an example of recount text about camping and then guides them how to express in recount text.
- The teacher gives questions about the vocabulary, structural pattern, and general structure.
- Students answering the whole text including the topic, the generic structure, and grammatical pattern used in the text with guidance from the teacher.

### **3. Joint Construction of the Text (JCOT)**

- Students work in group.



- The teacher gives the students a recount text.
- Students discuss and do the task with their partner.
- Peer correction between groups.

#### 4. Independent Construction of the Text (ICOT)

- Students work individually.
- Teacher gives some topics related student's holiday experiences.
- Students make a recount text based on their pictures given.

#### Closing

- Teacher and students review the materials that have been discussed before.
- Teacher makes an assessment and reflection of the meeting
- Teacher closes the meeting and greets the students.

#### E. Teaching Resource

- Priyana, Joko, et.al. *Scaffolding English for Junior High School Students Grade VII*. Pusat Perbukuan, Departemen Pendidikan Nasional. Jakarta:2008. Page 69
- <http://www.englishindo.com/2014/03/contoh-recount-text-tentang-holiday.html>
- <http://soehaarr.com/2013/03/28/exam-preparation-recount-text-bad-experience/>
- Adapted from: [www.simonblog.com](http://www.simonblog.com)
- <http://www.writingassignmentblogspot.com/2010/06/08/recount-text>

#### F. Evaluation

1. Technique : *writing test*
2. Instrument : pictures series

#### G. Scoring

1. Maximal score : 4
2. Student score : gained score x 4  
: 4 x 4  
: 16

**H. Scoring Rubric**

Adapted from: Weigle, C. S. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.

Yogyakarta, August 23<sup>rd</sup> 2014

Approved by,

Collaborator

Researcher,

(Purwaningdyah WS.RA, S.Pd)  
NIP. 19590705 198103 2 008

(AnindhitaArief I.)  
NIM. 07202244010

## LESSON PLAN

School : SMPN 9 Yogyakarta  
 Subject / Skill : English/ Writing  
 Grade/Semester : IX/1  
 Text type : Recount  
 Topic : Holiday  
 Time : 4 x 40'

### A. Standard of Competency

6. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings

### B. Basic of Competency

- 6.2 Expressing the meaning and rhetorical step of simple short essays in written language accurately, fluently, and acceptable to interact with surroundings in the form of recount text.

### C. Indicators

- Students are able to identify the information in a recount text.
- Students are able to identify the grammatical pattern used in a recount text (vocabulary, adjective, adverb, tenses).
- Students are able to identify the generic structure of a recount text.
- Students are able to write a recount text accurately.

### D. Learning Objectives

Students are able to write a recount text based on their Holiday.

#### 1. Learning Material

##### - Input Text

##### a. My Trip to Bali

When I was 2 grade of junior high school, my friends and I went to Bali. We were there for three days. I had many experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise. It was great scenery. Then, we checked in to the hotel. We met so many tourists there. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jet sky, and speedboat. We also went to Penyu Island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green forest. There were so many monkeys. They were so tame but sometimes they could be naughty. After that, we went to Sukowati market for shopping. I bought some Bali T-Shirt and souvenirs. In the evening, we had to check out from the hotel. We went back home. The trip to Bali was our unforgettable moment.

### 3. Related Information

- A recount text is a text which tells ‘what happened’. The purpose of the text is to document the series of events and evaluate their significance in some way. It focused on a sequence of events, all of which related to the occasion. It also has experiences of attitude and feeling, usually made by the writer about events.
- **Characteristics of Recount Text**
  - A *recount text* is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.
  - *Orientation* tells who was involved, what happened, where the events took place, and when it happened. Example: Last holiday, my friends and I went camping on the mountain.
  - *Events (event 1 and 2)* tell what happened and in what sequence. Example: On the first day, we sat up the tent on the spot near waterfall • *Reorientation* consists of optional-closure of events/ ending. Example: the last day, we packed everything we bought.
  - The features are including who? Where? When? Why? Noun or pronoun, and past tense. Examples: *I, at home, last night, a book, I took....*
- Common Grammatical patterns of a recount include:
  - Use of noun and pronoun to identify people, animals, or things involved
  - Use of action verb to refer to events
  - Use of past tense to located events in relation to sequences the events

- Use of adverbs and adverbial phrases to indicate place and time
- Use of adjectives to describe nouns

### Related Pictures



### E. Teaching Resource

- Priyana, Joko, et.al. *Scaffolding English for Junior High School Students Grade VII*. PusatPerbukuan, DepartemenPendidikanNasional. Jakarta:2008. Page 69
- <http://www.englishindo.com/2014/03/contoh-recount-text-tentang-holiday.html>
- <http://soehaarr.com/2013/03/28/exam-preparation-recount-text-bad-experience/>
- Adapted from: [www.simonblog.com](http://www.simonblog.com)
- <http://www.writingassignmentblogspot.com/2010/06/08/recount-text>

### F.Evaluation

3. Technique : *writing test*
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### G. Scoring

1. Maximal score : 4
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: 4 x 4  
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### H. Scoring Rubric

Adapted from: Weigle, C. S. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.

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## LESSON PLAN

School : SMPN 9 Yogyakarta  
 Subject/ Skill : English/ Writing  
 Grade/Semester : IX/1  
 Text type : Recount  
 Time : 2 x 40'

### A. Standard of Competency

6. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings

### B. Basic of Competency

- 6.2 Expressing the meaning and rhetorical step of simple short essays in written language accurately, fluently, and acceptable to interact with surroundings in the form of recount text.

### C. Indicators

- The students are able to write a recount text about their first experiences during the holiday

### D. Learning Objectives

- Students are able to write a recount text about their first experiences
- Students are able to make a bulletin board in a group.

### E. Learning Materials

- Recount text about their first experiences during the holiday

### F. Learning Activity

#### Opening

- Praying and greeting students
- Checking students' attendance

#### 1. Brainstorming

- The teacher asks the students about their activities/experiences during in holiday
- The teacher asks the students to make a draft about their activities

#### 2. Organizing

- Students work in a group. Each group consist of 4 member

#### 3. Writing

- Every student in each group re-write some recount text consist of their first experiences

**4. Correcting**

- Teacher and students review the materials that have been discussed before.

**5. Editing**

- After revision, essays are returned to each student
- Each student essay editing and fixing

**6. Formatting**

- Each group began to make a bulletin board
- Each student in one group discussion about bulletin board format that will be made

**7. Arranging**

- each student in each group arrange, paste, and organize their work into bulletin board

**8. Illustrating**

- each student in each group decorating and adding pictures that relate to the essays that were made in the bulletin board

**9. Presenting**

- Each group displaying bulletin board results that have been made in the walls of the classroom and the school board in a sequence according to bulletin board group number

**Closing**

- Teacher makes an assessment and reflection of the meeting
- Teacher closes the meeting and greets the students.

**G. Learning resources/media/tools :** carton paper, markers, ornaments

**H. Evaluation**

**a. Technique :** Teachers observe students' ability to work together in groups, student activity groups, and working on tasks given

**b. Instrument :** Written task

Yogyakarta, August 23<sup>rd</sup> 2014

Approved by,

Collaborator,

Researcher,

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## WORKSHEET

### • Pictures



- i. Last holiday, my friends and I went camping on the mountain. We went to Guci, Tegal. The spot is near from our town. It is about 2 hours to get there. We choose Guci because it is not too far from settlement. We prepared everything before going on camping. The boys prepared the tents, the girls prepared the food, and I checked the accommodations. We brought cooking utensils and the food from home, clothes, camera, guitar, etc. We went there by bus. We went there in the sunny morning and hoped no rain during camping. *Orientation*



- ii. On the first day, we sat up the tent on the spot near waterfall. The girls made the fence of the area but the boys took a bath on the river. Then, we cooked the food for the lunch, had lunch together, tried to fish in the river but we got a sandal. *Sequence of events*



- iii. On the second day, we had some activities. We went on hiking up the mountain, took some pictures in tea garden, and picked strawberry. The last night of our camping was so cold, we made a campfire, sang song together and told spooky stories which made us fear. *Sequence of events*



- iv. We had camping for about three days. On the last day, we packed everything we bought. we cleaned the area and made sure there was nothing left except our footprint. We didn't took anything except took photos, we remembered that we must keep the nature, friendly with them and they will be friendly with us. We made a memory by taking photos together in front of a waterfall and then went home happily. We felt very tired. ***Re-orientation***

### B.Characteristics of Recount Text

- *A recount text* is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.
- *Orientation* tells who was involved, what happened, where the events took place, and when it happened. Example: Last holiday, my friends and I went camping on the mountain.
- *Events (event 1 and 2)* tell what happened and in what sequence. Example: On the first day, we sat up the tent on the spot near waterfall • *Reorientation* consists of optional-closure of events/ ending. Example: the last day, we packed everything we bought.
- The features are including who? Where? When? Why? Noun or pronoun, and past tense. Examples: *I, at home, last night, a book, I took...*

**E. Vocabulary list:** Camping, mountain, the spot, tent, utensils, campfire etc.

**F. Grammar:** Simple Past Tense S + verb2 + O

## IN GROUP

Write a recount text based on the pictures below by put the text in the table in correct order.

|          |   |
|----------|---|
| <b>a</b> | My first trip was a 4-day trip to Taipei. Before I came to the airport, I did not know how to check-in. All procedures were so new to me. I remembered I was so excited when the plane took off. I really enjoyed my trip at that time. (...) |
| <b>b</b> | After the trip, I like travelling. I also travelled to Korea, France, Germany, Switzerland, Italy and Austria. (...)  |
| <b>c</b> | When I was young, I did not really like travelling. I preferred playing games on the computer. I never travelled abroad on the plane until 1998. At that time, I was 21 years old. (...)  |



i.



ii.



iii.

Write down at least 10 sentences telling your past experience holiday in Bali, based on the pictures below.



- Vocabulary list:
- Grammar :

Name: \_\_\_\_\_

### INDIVIDUALLY

Write down at least 10 sentences telling your past experience in holiday, based on the pictures below.

#### My Fun Holiday at Home

1.



2.



3.



4.



**Write down at least 10 sentences telling your past experience, for example, your last holiday.**

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, text, or other markings on the page.

|               |                       |                           |                |
|---------------|-----------------------|---------------------------|----------------|
| No.           | : FN.01               | Responden                 | : P = Peneliti |
| Hari, tanggal | : Senin, 9 Juni 2014  | GBI = Guru Bahasa Inggris |                |
| Jam           | : 08.30 – 10.00       | G = Guru                  |                |
| Tempat        | : Ruang guru          | KP = Kepala Sekolah       |                |
| Kegiatan      | : Diskusi dengan guru |                           |                |

P sampai di sekolah pukul 08.30. Pertama – tama P meminta ijin ke pegawai piket penerima tamu. Setelah P mengisi buku tamu, P menemui KP dan GBI. P tidak perlu memperkenalkan diri karena telah melakukan KKN-PPL di sekolah ini. P menemui KP dan GBI untuk mengungkapkan kembali niat mengadakan penelitian di kelas IX karena sebelumnya P telah menelepon GBI. P berdiskusi dengan GBI permasalahan apa yang sering dialami siswa dalam pembelajaran Bahasa Inggris dan teknik apa yang bisa diterapkan untuk meningkatkan kemampuan mereka. Akhirnya P dan GBI sepakat untuk menerapkan gambar berseri dan majalah dinding sebagai media untuk meningkatkan kemampuan dan minat writing siswa kelas IX. Setelah pamit dengan GBI, G dan KP, P pulang pukul 10.00.

|              |                      |                           |                |
|--------------|----------------------|---------------------------|----------------|
| No.          | : FN.02              | Kegiatan                  | : Wawancara    |
| Hari,tanggal | : Rabu, 11 Juni 2014 | Responden                 | : P = Peneliti |
| Jam          | : 08.30 – 11.30      | GBI = Guru Bahasa Inggris |                |
| Tempat       | : Ruang guru         | S = Siswa                 |                |

P sampai di sekolah pukul 08.30. Setelah P mengisi buku tamu, P menemui PTU di ruang TU kemudian menuju ruang guru untuk menemui G. P masuk kembali ke ruang guru pukul 9.15 (waktu istirahat) untuk menemui GBI. P mewawancarai GBI terkait pembelajaran Bahasa Inggris di kelas IX. Pada pukul 10.00 P menuju ruang kelas untuk mewawancarai S kelas IX C. Pada waktu itu S sedang tidak ada jam pelajaran karena mereka baru saja selesai kerja bakti. P bertanya kepada beberapa S terkait kesulitan dalam pembelajaran bahasa Inggris. Pukul 11.30, P meninggalkan sekolah.

|              |                       |           |                           |
|--------------|-----------------------|-----------|---------------------------|
| No.          | : FN.03               | Kegiatan  | : Diskusi materi          |
| Hari,tanggal | : Kamis, 12 Juni 2014 | Responden | : P = Peneliti            |
| Jam          | : 06.45 – 08.20       |           | GBI = Guru Bahasa Inggris |
| Tempat       | : Ruang guru          |           | S = Siswa                 |

P sampai di sekolah pukul 06.45. Setelah P mengisi buku tamu, P langsung menuju ruang guru untuk menemui GBI. Sebelum mengadakan observasi, P menunjukkan rancangan materi yang akan digunakan. GBI memberikan beberapa komentar dan masukan pada P. GBI mengatakan bahwa materi sudah bagus dan cocok dengan rencana pembelajaran GBI yaitu *First Experience about Holiday* dan teks *recount*. Selanjutnya GBI harus keluar untuk mengajar pada pukul 08.20. Sambil menunggu, P mengembangkan proposal dan materi.

|              |                       |           |                           |
|--------------|-----------------------|-----------|---------------------------|
| No.          | : FN.04               | Kegiatan  | : Observasi               |
| Hari,tanggal | : Senin, 11 Juni 2014 | Responden | : P = Peneliti            |
| Jam          | : 10.00 – 11.30       |           | GBI = Guru Bahasa Inggris |
| Tempat       | : Ruang kelas IX C    |           | S = Siswa                 |

Pada pukul 10.00, P dan GBI menuju ruang kelas IX C untuk mengadakan observasi pembelajaran. P duduk di baris paling belakang, sementara GBI mengajar S. Pertama-tama GBI menyapa S dan menanyakan siapa yang tidak hadir. Pada awalnya hampir semua S memperhatikan sapaan GBI tetapi setelah pembelajaran berlangsung, banyak S sibuk dengan urusannya sendiri. S terlihat tidak ada motivasi untuk belajar bahasa Inggris karena sehari-hari mereka merasa tidak akan pernah menggunakannya. Beberapa dari S tidak mau melaksanakan instruksi GBI untuk mengerjakan tugas, bahkan ada beberapa yang meletakkan kepala di meja seolah-olah tidur. Tetapi GBI menasihati mereka dengan sabar. Materi yang digunakan dalam pembelajaran sebagian besar dari LKS kemudian siswa menulis jawabannya di papan tulis secara sukarela. Hampir tugas di dalam LKS yang tidak mencantumkan cara-cara atau proses dalam membuat cerita sementara GBI tidak menjelaskannya. Berdasarkan hasil kerja siswa yang ditulis di papan tulis, mereka masih membuat kesalahan pada *vocabulary usage, verb etc.* Selain itu, mereka juga tidak dapat mengembangkan ide dengan baik. Mereka kesulitan menulis paragraph



sederhana yang baik bahkan kalimat-kalimat mereka berantakan. Pukul 11.30 GBI mengakhiri pelajaran dengan mengulas materi dan kemudian berdoa.

|              |                       |           |  |
|--------------|-----------------------|-----------|--|
| No.          | : FN.05               | Kegiatan  | : Pengesahan proposal dan mengurus surat izin penelitian |
| Hari,tanggal | : Kamis, 12 Juni 2014 | Responden | : P = Peneliti   |
| Jam          | : 10.00 – 11.00 WIB   |           | K = Kaprodi PBI  |
| Tempat       | : FBS                 |           |  |

PTD = Petugas kantor Dekanat

Proposal penelitian P disahkan oleh pembimbing I dan K. K selaku Kaprodi sehingga P meminta pengesahan proposal beserta pengesahan surat izin penelitian ditujukan kepada wakil dekan II FBS.

|              |                       |           |                              |
|--------------|-----------------------|-----------|------------------------------|
| No.          | : FN.06               | Responden | : P = Peneliti               |
| Hari,tanggal | : Kamis, 12 Juni 2014 |           | K = Kaprodi PBI              |
| Jam          | : 11.30 – 13.00       |           | PTD = Petugas kantor Dekanat |
| Tempat       | : Kantor dekanat FBS  |           | WD I = Wakil Dekan I         |

Kegiatan : Pengesahan proposal dan mengurus surat izin penelitian

Pukul 09.00 P mengantar surat dan proposal penelitian yang sudah disahkan kaprodi ke bagian dekanat FBS. PTD meminta semua blanko ditinggal di meja resepsionis untuk dimintakan pengesahan WD I jika WD I datang ke kantor.

|              |                          |           |                                  |
|--------------|--------------------------|-----------|----------------------------------|
| No.          | : FN.07                  | Kegiatan  | : Mengurus surat izin penelitian |
| Hari,tanggal | : Senin, 18 Agustus 2014 | Responden | : P = Peneliti                   |
| Jam          | : 09.00 – 13.00          |           | PTD = Petugas kantor Dekanat     |
| Tempat       | : Kantor dekanat FBS     |           | WD I = Wakil Dekan I             |

PSD = Pegawai Subdik

Pukul 09.00 P mengambil surat ijin penelitian yang sudah disahkan oleh WD I di meja resepsionis. Kemudian, P mengantar surat tersebut ke subdik PLA beserta proposal penelitian dan diterima oleh PSD. PSD mengurus surat yang ditujukan ke Sekretariat Daerah DIY.

|              |   |   |
|--------------|---|---|
| No.          | : FN.08   | Kegiatan : Mengurus surat ijin penelitian |
| Hari,tanggal | : Selasa, 19 Agustus 2014   | Responden : P = Peneliti                  |
| Jam          | : 09.00 – 09.30   | PTD = Petugas kantor Dekanat              |
| Tempat       | : Kantor dekanat FBS, Kantor Setda,<br>Kemendiknas DIY dan Kantor Bappeda | PSD=Pegawai Subdik                        |

Pukul 09.00 P mengambil surat ijin penelitian yang sudah disusun oleh PSD yang ditujukan ke Sekretariat Daerah DIY. P langsung menuju ke kantor Sekretariat Daerah di Kompleks Kepatihan. P mengurus surat selama kurang lebih 30 menit. Selanjutnya, P mengantar tembusan ke Gubernur DIY, Ka. Dinas Pendidikan

|              |                         |  |
|--------------|-------------------------|--|
| No.          | : FN.10                 | Kegiatan : Mengantar surat ijin penelitian dan diskusi |
| Hari,tanggal | : Rabu, 20 Agustus 2014 | Responden : P = Peneliti                               |
| Jam          | : 6.45 – 10.00          | PTU = Pegawai TU                                       |
| Tempat       | : Ruang TU              | GBI = Guru Bahasa Inggris                              |

P sampai di sekolah pukul 06.45. Setelah P mengisi buku tamu, P langsung menuju ruang TU untuk memohon ijin menemui KS. Namun, menurut PTU KS dan WKS sedang mengikuti diklat selama 2 hari sehingga P dianjurkan datang kembali 2 hari lagi. Selanjutnya P menemui GBI untuk mendiskusikan materi pembelajaran. P lalu pulang pukul 10.00.

No. : FN.11

Hari,tanggal : Kamis, 21 agustus 2014

Jam : 6.45 – 08.00

Tempat : Ruang TU

Kegiatan : Mengantar surat ijin penelitian dan diskusi

Responden : P = Peneliti

PTU = Pegawai TU

GBI = Guru Bahasa Inggris

P sampai di sekolah pukul 06.45. Setelah P mengisi buku tamu, P langsung menuju ruang guru menemui GBI untuk mendiskusikan RPP yang akan digunakan untuk mengajar kelas IX C. Setelah mendapat revisi dari GBI, P juga meminta daftar presensi kelas IX C.P berpamitan pulang pukul 08.00.

No. : FN.12

Hari,tanggal : Jumat, 22 Agustus 2014

Jam : 08.00 – 09.00

empat : Ruang TU

Kegiatan : Mengantar surat ijin penelitian dan diskusi

Responden : P = Peneliti

PTU = Pegawai TU

GBI = Guru Bahasa Inggris

P sampai di sekolah pukul 06.45. Setelah P mengisi buku tamu, P langsung menuju ruang KS untuk mengantarkan surat ijin serta proposal penelitian. Setelah P menunggu selama 30 menit, P bertemu KS. P mengungkapkan secara singkat tentang rencana penelitian yang akan dilaksanakan. KS memberi ijin untuk dapat mulai melaksanakan penelitian dengan beberapa ketentuan. Setelah berpamitan, P meninggalkan sekolah pukul 09.00.

No. : FN.13

Hari,tanggal : Sabtu, 23 Agustus 2014

Jam : 10.00 – 11.30

Tempat : Ruang kelas IX C

Responden : P = Peneliti

GBI = Guru Bahasa Inggris

S = Siswa

T = Teman peneliti

Kegiatan : Observasi (pertemuan pertama)

P dan T sampai di sekolah pukul 09.00. Setelah P mengisi buku tamu, P menunggu waktu masuk di kursi jaga piket sambil mempersiapkan materi pembelajaran hari ini. Setelah pukul 09.55, P menemui GBI untuk masuk ke ruang kelas IX C. Pertama GBI menyapa S dan mengungkapkan bahwa hari ini P akan mengajar. GBI duduk di baris paling belakang dan T mengambil foto suasana pembelajaran. Setelah dipersilakan, P membuka pelajaran dengan salam dan menanyakan kehadiran siswa. Sebelum mulai pelajaran, P memperkenalkan diri kepada S. P membagikan materi kepada S. S terlihat antusias dengan materi itu, mereka berceletoh “*Wah, apik yo. Warna – warni, okeh gambare*”. S juga sangat antusias karena ada guru yang berbeda yang akan mengajar, namun beberapa dari mereka terlihat tidak tertarik dengan pelajaran Bahasa Inggris. Pertama, P mencoba menarik perhatian S dengan Setelah itu, P menunjukkan gambar sehingga S terlihat lebih antusias. Beberapa dari mereka bergumam “*Wah, apik.*” Sehingga mereka mau menjawab pertanyaan P. P menjelaskan bahwa ini adalah gambar berseri. Lalu P menempelkan gambar berseri itu di white board untuk menstimulasi dan memberikan brain storming questions kepada S. “What do you know about this pictures?”. S menjawab, “kemah”, “camping”. Setelah itu P memberikan cerita recount berjudul “Camping on The Mountain” kepada S, dilanjutkan dengan pembahasan tentang ciri-ciri teks recount. P bertanya “Can you mention the characteristic of recount text?”. S menjawab dengan antusias “menggunakan past tense miss”. “Yes, past tense is used in the recount text”. “What about generic structure?”. S menjawab “Orientation, sequence of event and re-orientation miss”. Kemudian P menjelaskan ciri-ciri teks recount berdasarkan teks cerita tentang camping. P menyuruh S untuk menuliskan vocabulary dan kata kerja yang digunakan dalam teks recount.

Setelah selesai membahas ciri-ciri recount, P memberikan jumbled-sentence berdasarkan gambar dari cerita ‘Travel on The Plane for the First Time’ untuk di tata berdasarkan jalan ceritanya. Saat P membagikan lembar kerja kepada S, seorang S bertanya kepada P “Miss, nanti kita disuruh ngapain?”. P menjawab bahwa dia akan menjelaskan apa yang harus dilakukan setelah selesai membagikan worksheet dan siswa itu mengangguk. Setelah selesai membagikan worksheet selesai, P menjelaskan, bahwa mereka harus menyusun cerita-cerita tersebut berdasarkan gambar. Saat P menjelaskan, beberapa siswa dibarisan belakang ngobrol dan GBI langsung menegur mereka dan meminta mereka untuk memperhatikan penjelasan P. Kemudian P meminta S untuk segera mengerjakan. S mulai membuka kamus untuk membantu mereka dalam mengerjakan, tetapi ada beberapa siswa yang tidak membawa kamus, kemudian P menyuruh S

yang tidak membawa untuk ke perpustakaan untuk meminjam kamus. P memberikan kesempatan bagi S untuk bertanya “Any question, class?”. S menjawab “Tidak ada miss”. Kemudian P meminta S untuk mempelajari latihan soal berikutnya di rumah karena waktunya sudah habis.

P mengulas pelajaran hari itu dan menanyakan kesulitan S. Akhirnya P menutup pelajaran. Setelah selesai, P menanyai beberapa siswa tentang pelajaran hari ini. S mengaku senang karena pembelajaran hari ini menarik dan memudahkan mereka menulis.

|              |                          |           |                          |
|--------------|--------------------------|-----------|--------------------------|
| No.          | : FN.14                  | Kegiatan  | : wawancara guru         |
| Hari,tanggal | : Sabtu, 23 Agustus 2014 | Responden | : P = Peneliti           |
| Jam          | : 11.35 – 11.50          |           | GBI= Guru Bahasa Inggris |
| Tempat       | : Ruang Guru             |           |                          |

P bersama R menuju ruang guru untuk menemui GBI. P mewawancarai GBI tentang pembelajaran hari ini. Menurut GBI, P sudah mengajar dengan baik. Materi serta media juga sangat baik. Untuk pertemuan selanjutnya GBI tidak memberikan masukan, GBI hanya berharap supaya P bisa memahami beberapa dari S yang merupakan trouble makers. P pamit pada GBI dan G lainnya untuk pulang

|              |                             |           |                           |
|--------------|-----------------------------|-----------|---------------------------|
| No.          | : FN.15                     | Responden | : P = Peneliti            |
| Hari,tanggal | : Rabu, 27 Agustus 2014     |           | GBI = Guru Bahasa Inggris |
| Jam          | : 07.00 – 08.30             |           | S = Siswa                 |
| Tempat       | : Ruang kelas IX C          |           | T = Teman peneliti        |
| Kegiatan     | :Observasi(pertemuan kedua) |           |                           |

P dan T sampai di sekolah pukul 06.45. Setelah P mengisi buku tamu, P menunggu waktu masuk di kursi jaga piket sambil mempersiapkan materi pembelajaran hari ini. Setelah pukul 07.00, P dan T menemui GBI untuk masuk ke ruang kelas IX C. Pertama GBI menyapa S lalu P

membuka pelajaran dengan salam dan menanyakan kehadiran siswa. Sebelum mulai pelajaran, P membagikan materi kepada S. Pertama, P mereview materi yang disampaikan sebelumnya dengan memberikan pertanyaan-pertanyaan kepada para S. R bertanya, “What did we learn last Saturday, masih ingat?”. “Textnya judulnya apa?” dan para s menjawab “Camping on The Mountain”. Setelah itu P kembali mereview tentang ciri-ciri recount dll.

P kemudian bertanya kepada S tentang tugas menulis mereka. S menjawab jika mereka sudah mengerjakan tetapi masih menemukan kesulitan. P kemudian memutuskan untuk melanjutkan membahas tugas sebelumnya. P meminta sukarelawan untuk mengerjakan dipapan tulis. Setelah selesai, P dan S membahas hasil pekerjaan mereka. S sudah bisa menyebutkan ciri-ciri teks recount dengan benar. Selanjutnya P memberikan gambar berseri tentang pulau Bali, pulau Bali adalah tempat wisata yang mereka kunjungi di liburan semester kemarin, kemudian S diminta untuk membuat cerita berdasarkan gambar-gambar, dikerjakan dengan teman satu meja. Sebelum mengerjakan P bertanya apakah ada gambar-gambar yang tidak jelas atau ada pertanyaan yang lain. S mulai mengerjakan, mereka terlihat aktif berdiskusi tentang gambar, nama tempat, dan pemilihan kalimat. S mengerjakan sampai waktu habis, P meminta S untuk membuat cerita sebaik mungkin karena bisa diperbaiki di rumah. P menutup pelajaran hari itu dan meminta S untuk melanjutkan menulis mereka di rumah.

No. : FN.16 Kegiatan : Wawancara siswa

Hari,tanggal : Rabu, 27 Agustus 2014 Responden : P = Peneliti

Jam : 09.55 – 10.00 S = Siswa

Tempat : Depan Ruang kelas VIII B

Waktu istirahat digunakan P untuk menanyai beberapa S tentang pelajaran tadi. S mengaku senang dan antusias dengan kegiatan pembelajaran tadi. Mereka mengaku paham dengan dijelaskannya gambar-gambar dari teks sehingga mereka lebih bisa mencari ide di dalam membuat cerita recount.

|              |                              |                           |
|--------------|------------------------------|---------------------------|
| No.          | : FN.17                      | Responden : P = Peneliti  |
| Hari,tanggal | : Sabtu, 30 Agustus 2014     | GBI = Guru Bahasa Inggris |
| Jam          | : 10.00 – 11.20              | S = Siswa                 |
| Tempat       | : Ruang kelas VIII B         | T = Teman peneliti        |
| Kegiatan     | :Observasi(pertemuan ketiga) |                           |

P dan T sampai di sekolah pukul 09.00. Setelah P mengisi buku tamu, P menunggu waktu masuk di kursi jaga piket sambil mempersiapkan materi pembelajaran hari ini. Setelah pukul 09.55, P menemui GBI untuk masuk ke ruang kelas IX C. Pertama GBI menyapa S lalu P membuka pelajaran dengan salam dan menanyakan kehadiran siswa. Sebelum mulai pelajaran, P membagikan materi kepada S serta mengulas pelajaran pada pertemuan sebelumnya. Kemudian menanyakan pekerjaan menulis mereka. P menunjuk salah satu S untuk mengumpulkan lembar kerja S. P bertanya tentang apa yang mereka pelajari di pertemuan sebelumnya, apa saja yang sudah mereka kerjakan, dan kesulitan-kesulitan apa sajakah yang mereka temukan. S menjawab dengan antusias, menyebutkan apa saja yang telah mereka pelajari dan sejauh ini mereka tidak menemukan kesulitan dalam belajar. Setelah itu P membagikan individual worksheet berisikan tentang gambar berseri. Salah satu S bertanya, “Miss ini nanti bikin cerita lagi seperti kemarin?”. Beberapa S terlihat tidak tertarik dengan kegiatan belajar hari ini. P menjawab “Iya, hari ini kita membuat cerita recount tentang liburan kalian,tapi yang sekarang kalian mengerjakan sendiri. Dan hasil menulis kalian nanti akan dinilai yang kemudian dipajang di majalah dinding”. S bersorak, mereka terlihat antusias dan tertarik dengan kegiatan membuat majalah dinding. Setelah 30 menit berlalu P memberitahukan kepada S untuk segera menyelesaikan cerita recount dan segera dikumpulkan. Kemudian P meminta S untuk saling menukar pekerjaan menulis mereka untuk menilai dan memberikan pendapat tentang hasil menulis teman-teman. Sebelum pelajaran hari itu ditutup, P membagi S dalam beberapa kelompok, kelompok berisikan 5-6 orang. Tiap kelompok nantinya akan menyerahkan dua cerita recount yang kemudian akan dipajang di majalah dinding. P mengumumkan kepada S untuk membawa bahan-bahan dan peralatan untuk membuat majalah dinding di pertemuan selanjutnya. Setelah semua jelas dan tidak ada pertanyaan, P menutup kegiatan belajar hari itu dengan berdoa.

No. : FN.18 Kegiatan : Wawancara guru  
 Hari,tanggal : Sabtu, 30 Agustus 2014 Responden : P = Peneliti  
 Jam : 11.40 – 12.00 S = Siswa  
 Tempat : Ruang Guru  
 G = Guru

P bersama T menuju ruang guru untuk menemui GBI. P mewawancarai GBI tentang pembelajaran hari ini dan pertemuan sebelumnya. Menurut GBI, P sudah mengajar dengan baik. Materi serta media juga sangat baik. Namun, GBI mengaku bahwa para S di sekolah ini memang di bawah rata-rata sehingga P harus memaklumi. Selain itu, untuk pertemuan selanjutnya GBI memberikan masukan agar P meningkatkan tingkat kesulitan teks recount yang tadi digunakan untuk tugas. P pamit pada GBI dan G lainnya untuk pulang.

No. : FN.19 Responden : P = Peneliti  
 Hari,tanggal : Rabu, 3 September 2014 GBI = Guru Bahasa Inggris  
 Jam : 06.45 – 08.30 S = Siswa  
 Tempat : Ruang kelas IX C T = Teman peneliti  
 Kegiatan : Observasi(pertemuan keempat)

P dan T sampai di sekolah pukul 06.45. Setelah P mengisi buku tamu, P menunggu waktu masuk di kursi jaga piket sambil mempersiapkan materi pembelajaran hari ini. Setelah pukul 06.55, P dan T menemui GBI untuk masuk ke ruang kelas IX C. Pertama GBI menyapa S lalu P membuka pelajaran dengan salam dan menanyakan kehadiran siswa. P menanyakan persiapan S hari ini untuk membuat majalah dinding. P mengarahkan S untuk duduk sesuai dengan kelompoknya masing-masing dan mengeluarkan cerita recount yang mereka buat. Tiap kelompok berdiskusi memilih dua cerita recount yang dinggap paling bagus dan paling sesuai dengan karakteristik dari recount teks. Perwakilan tiap kelompok mendiskusikan cerita recount yang dipilih kepada P, sementara anggota kelompok yang lain membuat dan menghias majalah dinding. Setelah semua cerita recount fix, maka semua S melanjutkan membuat majalah dinding.



Hasil majalah dinding yang udah selesai kemudian dipajang di papan tulis kemudian dinilai oleh P dan GBI. Akhirnya terpilih tiga majalah dinding yang paling bagus. Setelah diumumkan, P menanyakan kesan-kesan selama belajar dan diajar oleh P. semua S berteriak dan menjawab, “seneng miss”, “seru miss”, “asyik miss”, “jadi lebih gampang kalau mau bikin cerita recount miss”. P berterima kasih atas kerjasamanya selama ini, dan P meminta maaf kalau selama ini ada kesalahan. Kemudian P menutup pelajaran hari itu dengan berdoa.

|              |                          |           |                   |
|--------------|--------------------------|-----------|-------------------|
| No.          | : FN.20                  | Kegiatan  | : Wawancara siswa |
| Hari,tanggal | : Rabu, 3 September 2014 | Responden | : P = Peneliti    |
| Jam          | : 09.55 – 10.00          |           | S = Siswa         |
| Tempat       | : Depan Ruang kelas IX C |           |                   |

Waktu istirahat digunakan P untuk menanyai S tentang pelajaran tadi. S mengaku tetap senang dan antusias dengan kegiatan pembelajaran tadi. Mereka mengaku menjadi lebih paham dengan dijelaskannya teks recount dengan gambar berseri dan jadi lebih bersemangat karena hasilnya dipajang di majalah dinding.

|              |                          |           |                   |
|--------------|--------------------------|-----------|-------------------|
| No.          | : FN.21                  | Kegiatan  | : Wawancara siswa |
| Hari,tanggal | : Rabu, 3 September 2014 | Responden | : P = Peneliti    |
| Jam          | : 11.30 – 11.30          |           | S = Siswa         |
| Tempat       | : Depan Ruang kelas IX C |           |                   |

P menunggu istirahat kedua untuk mewawancarai GBI. P bertanya tentang observasi yang telah dilaksanakan P dalam beberapa pertemuan. GBI mengatakan bahwa P sudah melaksanakan dengan baik. S juga sudah menunjukkan peningkatan pada kemampuan menulis. Menurut GBI, observasi sudah tidak perlu ditambah pertemuan lagi karena permasalahan sudah bisa diatasi.

### Interview 1

Date : June 16th, 2014

R : Researcher

Time : 09.15 – 09.30 a.m.

ET : English Teacher

Place : Teacher room

|    |  |
|----|--|
| R  | “Menurut Ibu bagaimana pembelajaran bahasa Inggris di sekolah ini? Apakah Ibu masih merasa kurang?”  |
| ET | “Ya... (tersenyum) masih. Karena anak-anak kurang motivasi. Selain itu ya... vocab. Vocab itu, Mbak”   |
| R  | “Vocabnya bagaimana, Bu?”  |
| ET | “Ya masih kurang. <i>Lha wong</i> disuruh bawa kamus aja nggak mau. Padahal udah ada denda tapi banyak yang bilang “Berat, Bu. Mending bayar denda aja.” |
| R  | “Lalu kaitannya dengan menulis apakah ada kendala, Bu?”  |
| ET | “Pasti ada, terutama grammar. Padahal ya sudah diajari tapi ya <i>dibaleni terus</i> . Apalagi buat kalimat dan paragraf yang betul”                     |
| R  | “Lalu apa kiat-kiat ibu?”  |
| ET | “Ya cuma sering-sering mengingatkan supaya tidak diulangi lagi. Tapi ya anak di sini memang luar biasa jadi perlu kesabaran ekstra.”                     |
| R  | “Lalu apakah ibu sudah mencoba memberikan media belajar yang meningkatkan belajar anak?”   |
| ET | “Oh, belum mbak.”  |

### Interview 2

Date : June 18th, 2014

R : Researcher

Time : 10.00 – 10.30 a.m.

S : Student

Place : Classroom

|   |   |
|---|---|
| R | “Bagaimana pelajaran Bahasa Inggris menurut kalian? Sulit apa mudah?”             |
| S | “Sulit, Mbak.”  |
| R | “Bagaimana dengan kamu, Dik?”   |
| S | “Sama kayak temen-temen, Mbak.” (S23)   |
| R | “Oh, gitu. Emang kalo pelajaran Bahasa Inggris terutama menulis kegiatannya apa?” |
| S | “Opo yo. Biasanya individu ngerjain LKS.” (S4)                                    |
| R | ”Apa kalian senang?”  |
| S | “Sebenarnya bosen sih mbak, tp mau gimana lagi.” (S4)                             |
| R | “Oh, lalu kalian pernah dikasih tau tentang membuat cerita recount dengan gambar  |

|   |   |
|---|---|
|   | berseri? kemudian hasil cerita kalian dipajang, majalah dinding namanya?”                               |
| S | “Belum pernah Mbak”(S23)  |
| R | ”Jadi menurut kalian biar gampang nulis gimana? Mbak kasih contoh dulu ya, dijelaskan sebelum menulis?” |
| S | “Perlu itu Mbak, biar dhong.” (S4) (S24)  |

### Interview 3

Date : June 21st, 2014 R : Researcher

Time : 10.00 – 11.30 a.m. S : Student

Place : Classroom

|   |  |
|---|--|
| R | R “Gimana tadi pelajarannya, Dik? Asyik nggak?”  |
| S | S “Asyik, tapi bosan” (tertawa) (S1)   |
| R | “Lha terus tadi kan kalian disuruh nulis sama Bu Dyah. Kalian bisa tidak?”   |
| S | “Nggak, bingung nulis piye.” (Tertawa) (S17)<br>“ <i>Iya, Mbak. Bingung le nginggriske.</i> ” (S1)<br>“ <i>Iya, karang dudu wong Inggris.</i> ” (Tertawa) (S6)<br>“Aku ngawur kok, Mbak” (S16) |
| R | ”Kalau ide tulisan sama susunannya gitu bingung gak?”  |
| S | “Ho’o, itu juga Mbak” (S1)<br>“Bingunge banget.” (S17)   |
| R | “Mm..Terus tadi kalian seneng nggak sama pelajarannya?”  |
| S | Nggak, mengantuk, Mbak.” (S16)<br>“ <i>Ra Dhong Blas</i> ” (S17)<br>“Ah, sangat membosankan.” (S1)   |

### Interview 4

Date : August 23th, 2012 R : Researcher

Time : 10.00 – 11.30 a.m. S : Student

Place : Classroom

|   |   |
|---|---|
| R | “Gimana menurut kalian tentang pelajaran tadi, Dik? Asyik nggak?” S |
| S | “Asyik” (S17)<br>“Menyenangkan.” (S6)                               |
| R | “Oke, menyenangkan tapi jelas nggak?”                               |

|   |  |
|---|--|
| S | “Jelas kok, Mbak.” (Tertawa) (S17)<br>“ <i>Jelas.</i> ” (S1)<br>“ <i>Lumayan.</i> ” (S6)<br>“Aku ngawur kok, Mbak” (S16) |
| R | “Lumayan bisa atau lumayan nggak?”   |
| S | “lumayan bisa” (S6)  |
| R | ”Tadi Miss era menjelaskan gambar-gambar sebelum nulis. Bantu nggak, Dik?”   |
| S | “Iya, Mbak” (S1)<br>“Lumayan.” (S17)   |

### Interview 5

Date : August 23rd, 2014

R : Researcher

Time : 11.35 – 11.45 a.m.

ET : English Teacher

Place : in front of the classroom

|    |   |
|----|---|
| R  | “Bagaimana pendapat Ibu mengenai pembelajaran tadi, Bu?”  |
| ET | “Oh, sudah bagus. Tadi Miss Anin sudah mengajar sangat baik dan media juga baik. Anak-anak terlihat tertarik” |
| R  | “Terimakasih, Bu. Lalu apakah ada masukan untuk selanjutnya, Bu?”   |
| ET | “Nggak, udah bagus. Cuma ya sabar saja dengan anak-anak yang membuat <i>rame.</i> ”                           |
| R  | ” <i>Ya, Bu.</i> Terimakasih.”  |

### Interview 6

Date : August 27th, 2014

R : Researcher

Time : 07.00 – 08.30 a.m.

S : Student

Place : Classroom

|   |   |
|---|---|
| R | “Terus jelas belum tentang pelajaran tadi?”   |
| S | “Kalau aku sudah.” (S19)<br>“Sedikit.” (S10)<br>“Sudah, Mbak.” (S5)<br>“Masih bingung dikit sih, Mbak.” (S20)                     |
| R | “Yang masih kurang jelas yang mana bagian apa, Dik?”  |
| S | “Urutan-urutan kalimatnya itu lho.” (S5)<br>“Iya, Mbak. Masih bingung dikit bagian ngingriske.” (S20) “Kalau buat kalimat apalagi |

|   |  |
|---|--|
|   | paragraf masih acak-acakan gitu.” (S10)  |
| R | “Apa tadi Miss Anin njelasin generic structure dan grammarnya kecepatan ya?”   |
| S | “Iya, kecepatan dikit.” (S10)<br>“Kurang contoh kalimatnya, Mbak.” (S16)   |
| R | “Oh gitu. Oke, besok Miss Anin jelaskan lebih lanjut. Terus, tadi kan kalian kan disediakan gambar berseri yang dikerjakan dengan berkelompok to, ya kan? Nah, itu membantu kalian nggak?”   |
| S | “Iya” (S20)<br>“Iya, tapi masih bingung sedikit.” (S17)<br>“Bantu kok Mbak, asyik juga.” (S5)<br>“Mm..Lumayan” (S10)   |
| R | “Bantunya gimana?”   |
| S | “Ya bantu aja, kerjaan jadi ringan.” (S17)<br>“Bisa bantu dapat kata-kata kunci jadi nggak bingung mau nulisnya.” (S17)<br>“Ya bisa tahu buat apa nulisnya itu terus garapnya bareng jadi bisa tanya- tanya” (S10)<br>“Apa ya? Kalau sendiri kan bingung, kalau bareng kan jadi gampang apalagi dijelaskan konteks ceritanya itu.” (S20) |

## Interview 7

Date : August 30th, 2014

R : Researcher

Time : 11.35 – 11.45 a.m.

S : Student

Place : In front of classroom

|   |   |
|---|---|
| R | “Em, terus kalian suka nggak sama pelajaran Bahasa Inggris hari ini?” “Kenapa kok suka?”  |
| S | “Suka, Mbak.” (S17)<br>“Nggak bikin bosan soalnya kelompokan juga.” (S1)<br>“Asyik.” (S4)   |
| R | “Terus, kesulitan apa yang kalian temui?”   |
| S | “Artinya, Mbak.” (S11)(S16)<br>“Yang paling sulit ya bikin urutan kalimat yang bener.” (S17)<br>“Iya, kalau buat kalimat sering acak-acakan.” (S16) (tertawa bersama) |
| R | “Oh, jadi masih bingung grammarnya ya?”   |
| S | “Iyo, Mbak.” (S6)(S20)  |

|   |  |
|---|--|
| R | “O ya, tadi Miss Anin kan udah nyediakan dan njelaskan gambar berseri sebelum kegiatan. Bagaimana menurut kalian? Bantu nggak?”  |
| S | “ <i>Sithik, Mbak.</i> (S1)<br>“ <i>Aku ra pinter Bahasa Inggris e.</i> ” (Tertawa bersama) (S22)<br>“Lumayan.” (S23)<br>“Bantu <i>banget</i> , Miss.” (S4)  |
| R | “Membantunya gimana?”  |
| S | “Jadi lumayan <i>dhong</i> , Mbak.” (S23)<br>“Kalau pas nggak ada ide kan bisa lihat urutan gambar-gambarnya, <i>nek ra yo takon-takon.</i> ” (S1)<br>“Bisa lebih asyik, nggak bikin ngantuk” (S4) |
| R | “Emang biasanya nggak pernah kerja kelompok?”  |
| S | “Kadang-kadang, Mbak.” (S1)<br>“ <i>Ah, ra tau, Mbak.</i> ” (S12)<br>“ <i>Gur kadang-kadang.</i> ” (S22)   |

### Interview 8

Date : August 30th, 2014

R : Researcher

Time : 08.35 – 08.45 a.m.

ET : English Teacher

Place : in front of the classroom

|    |  |
|----|--|
| R  | “Bagaimana pendapat ibu mengenai pembelajaran tadi, Bu?”   |
| ET | “Sudah bagus, tadi mengajarnya sudah sip pokoknya. Cuma memang anak- anak kita memang special, istimewa (tertawa) jadi ya maklum. Untuk media juga sudah bagus. Tapi tadi saya lihat anak-anak masih banyak salah grammarnya.” |
| R  | “Terimakasih, Bu. Kira-kira ibu ada masukan apa?”  |
| ET | “Sepertinya nggak ada masukan. Oh iya, tadi Miss Anin belum menjelaskan generic structure dan grammarnya ya?”  |
| R  | “Sudah, Bu tapi ya memang cuma sepintas”   |
| ET | “Untuk besok ditambah saja Mbak.”  |
| R  | “ <i>Nggih, Bu. Nuwun.</i> ”   |
| ET | “Ya, sama-sama, Mbak”  |

### Interview 9

Date : September 3rd, 2014

R : Researcher

Time : 09.55 – 10.00 a.m.

S : Student

Place : In front of classroom

|   |  |
|---|--|
| R | “Ada kurang apa dari pembelajaran tadi, Dik”   |
| S | “Tambah aja hadiahnya, Mbak” (S20)   |
|   | “Oh ya. Miss Anin usahakan ya. Terus apakah sekarang masih ada kesulitan dalam menulis?”   |
| S | “Nggak, Miss.” (S19)   |
| R | “Mm..oke, terus gambar-gambar yang dijelaskan sama Miss Anin tadi bantu nggak dik?”<br>“Bantunya gimana?”  |
| S | “Bantu.” (S19)(20)<br>“Banget, Miss. (S16)”<br>“Ya bisa dapat ide. Bisa ngira-kira kalau kita pas jadi orangnya yang suruh nulis gitu, Mbak.” (S16)<br>“Jadi nggak bingung nulis tentang apa terus bisa nyambungin.” (S19)<br>“Jadi lebih gampang nulisnya.” (S20) |
| R | “Terus peningkatan apa yang kalian rasakan dalam menulis?”   |
| S | “Sekarang sudah bisa buat kalimat yang betul terus nyambungin.” (S20)<br>“Udah tahu gunanya nulis buat apa dari contoh.” (S18)   |

### Interview 10

Date : September 3rd, 2014

R : Researcher

Time : 10.00 – 10.05 a.m.

S : Student

Place : In front of classroom

|   |   |
|---|---|
| R | “Tadi gimana bikin majalah dindingnya, dik?”  |
| S | “Asyik, Miss.” (S2)<br>“Seru banget ya, coba Bu Dyah juga ngajari kayak gitu, mesti ga bosan dan ngantuk.” (S4) (S23)   |
| R | “Mm..oke, jadi membuat cerita recount dengan gambar berseri kemudian hasilnya dibuat majalah dinding bareng-bareng bisa bantu kalian dan lebih menyenangkan?” |
| S | “Bantu, Mbak” (S23)<br>“Lumayan” (S2)   |

|   |   |
|---|---|
|   | “Iya.” (S12)  |
| R | “Bantunya gimana?”  |
| S | “Ya bantu aja.” (S12)<br>“Bantu cari ide buat apa dan terus bisa nyambungin.” (S1)(S4)<br>“Lebih gampang ngurutin cerita.” (S23)<br>“Lebih semangat bikin teks recount.” (S2) |
| R | “Terus peningkatan apa yang kalian rasakan dalam menulis?”  |
| S | “Udah tahu gunanya nulis buat apa dari contoh.” (S4)<br>“Jadi kalau nulis berkurang salahnya.” (S1)<br>“Yang pasti nggak acak-acakan lagi, Mbak.” (S4)                        |



**CLASSROOM OBSERVATION DURING THE IMPLEMENTATION**  
**(OBSERVATION SHEET)**

Cycle : 1

Meeting : 1

Date : August 23<sup>rd</sup> 2014

| No | Researcher's Activities   | Yes | No |
|----|---|-----|----|
| 1  | The researcher opens the class by greeting and asking students' condition           | ✓   |    |
| 2  | The researcher checks students' attendance  | ✓   |    |
| 3  | The researcher introduces the topic to the students                                 | ✓   |    |
| 4  | The researcher introduces an example of the text                                    | ✓   |    |
| 5  | The researcher asks students to study the text                                      | ✓   |    |
| 6  | The researcher explains the generic structure and language features of the text     | ✓   |    |
| 7  | The researcher guides the students to develop the text                              | ✓   |    |
| 8  | The researcher collects students' works   | ✓   |    |
| 9  | The researcher asks students' difficulties during the teaching and learning process | ✓   |    |
| 10 | The researcher concludes the materials  | ✓   |    |
| 11 | The researcher reviews the next materials   | ✓   |    |
| 12 | The researcher closes the lesson  | ✓   |    |

| No | Students' Activities   | Yes | No |
|----|--|-----|----|
| 1  | The students pays attention to the researcher's explanation      | ✓   |    |
| 2  | The students are active during the teaching and learning process | ✓   |    |
| 3  | The students understand the researcher's explanation             | ✓   |    |
| 4  | The students can generate ideas well                             | ✓   |    |
| 5  | The students can apply the grammatical features well             |     | ✓  |
| 6  | The students can organize the paragraph well                     |     | ✓  |

|   |  |  |   |
|---|--|--|---|
| 7 | The students ask the researcher when they have questions about the materials |  | ✓ |
|---|--|--|---|

Cycle : 1

Meeting : 2

Date : August 27<sup>th</sup> 2014

| No | Researcher's Activities   | Yes | No |
|----|---|-----|----|
| 1  | The researcher opens the class by greeting and asking students' condition           | ✓   |    |
| 2  | The researcher checks students' attendance  | ✓   |    |
| 3  | The researcher introduces the topic to the students                                 | ✓   |    |
| 4  | The researcher introduces an example of the text                                    | ✓   |    |
| 5  | The researcher asks students to study the text                                      | ✓   |    |
| 6  | The researcher explains the generic structure and language features of the text     | ✓   |    |
| 7  | The researcher guides the students to develop the text                              | ✓   |    |
| 8  | The researcher collects students' works   | ✓   |    |
| 9  | The researcher asks students' difficulties during the teaching and learning process | ✓   |    |
| 10 | The researcher concludes the materials  | ✓   |    |
| 11 | The researcher reviews the next materials   | ✓   |    |
| 12 | The researcher closes the lesson  | ✓   |    |

| No | Students' Activities   | Yes | No |
|----|--|-----|----|
| 1  | The students pays attention to the researcher's explanation      | ✓   |    |
| 2  | The students are active during the teaching and learning process | ✓   |    |
| 3  | The students understand the researcher's explanation             | ✓   |    |
| 4  | The students can generate ideas well                             | ✓   |    |
| 5  | The students can apply the grammatical features well             |     | ✓  |
| 6  | The students can organize the paragraph well                     | ✓   |    |

|   |  |  |   |
|---|--|--|---|
| 7 | The students ask the researcher when they have questions about the materials |  | ✓ |
|---|--|--|---|

Cycle : 2

Meeting : 3

Date : August 30<sup>th</sup> 2014

| No | Researcher's Activities   | Yes | No |
|----|---|-----|----|
| 1  | The researcher opens the class by greeting and asking students' condition           | ✓   |    |
| 2  | The researcher checks students' attendance  | ✓   |    |
| 3  | The researcher introduces the topic to the students                                 | ✓   |    |
| 4  | The researcher introduces an example of the text                                    | ✓   |    |
| 5  | The researcher asks students to study the text                                      | ✓   |    |
| 6  | The researcher explains the generic structure and language features of the text     | ✓   |    |
| 7  | The researcher guides the students to develop the text                              | ✓   |    |
| 8  | The researcher collects students' works   | ✓   |    |
| 9  | The researcher asks students' difficulties during the teaching and learning process | ✓   |    |
| 10 | The researcher concludes the materials  | ✓   |    |
| 11 | The researcher reviews the next materials   | ✓   |    |
| 12 | The researcher closes the lesson  | ✓   |    |

| No | Students' Activities   | Yes | No |
|----|--|-----|----|
| 1  | The students pays attention to the researcher's explanation      | ✓   |    |
| 2  | The students are active during the teaching and learning process | ✓   |    |
| 3  | The students understand the researcher's explanation             | ✓   |    |
| 4  | The students can generate ideas well                             | ✓   |    |
| 5  | The students can apply the grammatical features well             | ✓   |    |
| 6  | The students can organize the paragraph well                     | ✓   |    |

|   |  |   |  |
|---|--|---|--|
| 7 | The students ask the researcher when they have questions about the materials | ✓ |  |
|---|--|---|--|

Cycle : 2

Meeting : 4

Date : September, 3<sup>rd</sup> 2014

| No | Researcher's Activities   | Yes | No |
|----|---|-----|----|
| 1  | The researcher opens the class by greeting and asking students' condition           | ✓   |    |
| 2  | The researcher checks students' attendance  | ✓   |    |
| 3  | The researcher introduces the topic to the students                                 | ✓   |    |
| 4  | The researcher introduces an example of the text                                    | ✓   |    |
| 5  | The researcher asks students to study the text                                      | ✓   |    |
| 6  | The researcher explains the generic structure and                                   | ✓   |    |
| 7  | language features of the text   | ✓   |    |
| 8  | The researcher collects students' works   | ✓   |    |
| 9  | The researcher asks students' difficulties during the teaching and learning process | ✓   |    |
| 10 | The researcher concludes the materials  | ✓   |    |
| 11 | The researcher reviews the next materials   | ✓   |    |
| 12 | The researcher closes the lesson  | ✓   |    |

| No | Students' Activities   | Yes | No |
|----|--|-----|----|
| 1  | The students pays attention to the researcher's explanation                  | ✓   |    |
| 2  | The students are active during the teaching and learning process             | ✓   |    |
| 3  | The students understand the researcher's explanation                         | ✓   |    |
| 4  | The students can generate ideas well   | ✓   |    |
| 5  | The students can apply the grammatical features well                         | ✓   |    |
| 6  | The students can organize the paragraph well                                 | ✓   |    |
| 7  | The students ask the researcher when they have questions about the materials | ✓   |    |

## Attendance List

Subject : English

Researcher : Anindhita Arief I.

Class/Semester : IX C/2

Teacher : Purwaningdyah WS.RA,  
S.Pd

| No | Name                         | 23-Aug | 27-Aug | 30-Aug | 3-Sept |
|----|------------------------------|--------|--------|--------|--------|
| 1  | AGNESA VIKA MAHARANI         | ✓      | ✓      | ✓      | ✓      |
| 2  | AHMAD FAIZ FADRI AMRULLAH    | ✓      | ✓      | ✓      | ✓      |
| 3  | ANNISA FATMA RAHAYU          | ✓      | ✓      | ✓      | ✓      |
| 4  | ARDI AFIATA ROHMAN           | ✓      | ✓      | ✓      | ✓      |
| 5  | ARIF HUDA SETIAWAN           | ✓      | ✓      | ✓      | ✓      |
| 6  | ARIFIA MAULIDA               | ✓      | ✓      | –      | ✓      |
| 7  | ARVIANY FITHRATIN NISA       | ✓      | ✓      | ✓      | ✓      |
| 8  | ASHSHAFF KHOITUNAS MAGHFI    | ✓      | ✓      | ✓      | ✓      |
| 9  | AULIA SALSABILA              | ✓      | ✓      | ✓      | ✓      |
| 10 | AULIA YASMIN                 | ✓      | ✓      | ✓      | ✓      |
| 11 | AZIZAH OCTAVIA               | ✓      | ✓      | ✓      | ✓      |
| 12 | BIMA SETYO AJI KRISTianto    | ✓      | ✓      | ✓      | ✓      |
| 13 | DEWA SURYA ARYA ATMAJA       | ✓      | ✓      | ✓      | ✓      |
| 14 | ERIKA YUDHI RENGGANIS        | ✓      | ✓      | ✓      | ✓      |
| 15 | FAUZAN DWIKI ARDIANTO        | ✓      | ✓      | ✓      | ✓      |
| 16 | HANIF EKA ARYANTO            | ✓      | ✓      | ✓      | ✓      |
| 17 | IRFAN MUHAMMAD WINUGRAHA     | ✓      | ✓      | ✓      | ✓      |
| 18 | JAZILATUN NAFISAH            | ✓      | ✓      | ✓      | ✓      |
| 19 | KIRANA WANODYA HAQ           | ✓      | ✓      | ✓      | ✓      |
| 20 | MELANI FITHROTUN NISA        | ✓      | ✓      | ✓      | ✓      |
| 21 | MUHAMMAD DAFFARIO ADHIRAJASA | ✓      | ✓      | ✓      | ✓      |
| 22 | MUHAMMAD FARHAN FEBRIYANTO   | ✓      | ✓      | ✓      | ✓      |
| 23 | MUHAMMAD GHUFRON             | ✓      | ✓      | ✓      | ✓      |
| 24 | MUHAMMAD NURSITA DIMAS       | ✓      | ✓      | ✓      | ✓      |
| 25 | MUHAMMAD RAFI WIBOWO         | ✓      | ✓      | ✓      | ✓      |

|    |                       |  |   |   |   |   |
|----|-----------------------|--|---|---|---|---|
| 26 | MUTIA ALIY            |  | ✓ | ✓ | ✓ | ✓ |
| 27 | RISA NURUL FITRIANA   |  | ✓ | ✓ | ✓ | ✓ |
| 28 | RIZKI YUNITASARI      |  | ✓ | ✓ | ✓ | ✓ |
| 29 | SENJIE NURAINI        |  | ✓ | ✓ | ✓ | ✓ |
| 30 | SHAVIRA LUMINTHA SARI |  | ✓ | ✓ | ✓ | ✓ |
| 31 | SYAFRIA WILDAN        |  | ✓ | ✓ | ✓ | ✓ |
| 32 | TOHA RAMADHAN         |  | ✓ | — | ✓ | ✓ |
| 33 | TSANIA TAZKIA NABILA  |  | ✓ | ✓ | ✓ | ✓ |
| 34 | ZULFIKRI ROSYID       |  | ✓ | ✓ | ✓ | ✓ |

## Average Students' Writing Performance Task Score

## Meeting 1

| No.   | Ss  | Aspects |              |            |              | Scores |
|-------|-----|---------|--------------|------------|--------------|--------|
|       |     | Content | Organization | Vocabulary | Language use |        |
| 1     | S1  | 4       | 4            | 3          | 1            | 12     |
| 2     | S2  | 3       | 3            | 3          | 3            | 12     |
| 3     | S3  | 4       | 2            | 3          | 4            | 13     |
| 4     | S4  | 4       | 3            | 3          | 3            | 13     |
| 5     | S5  | 4       | 3            | 4          | 3            | 14     |
| 6     | S6  | 3       | 4            | 1          | 3            | 11     |
| 7     | S7  | 2       | 2            | 3          | 3            | 10     |
| 8     | S8  | 2       | 2            | 3          | 3            | 10     |
| 9     | S9  | 3       | 3            | 2          | 2            | 10     |
| 10    | S10 | 2       | 2            | 3          | 3            | 10     |
| 11    | S11 | 4       | 3            | 4          | 4            | 15     |
| 12    | S12 | 3       | 3            | 3          | 2            | 11     |
| 13    | S13 | 3       | 3            | 2          | 2            | 10     |
| 14    | S14 | 3       | 3            | 3          | 2            | 11     |
| 15    | S15 | 3       | 2            | 2          | 2            | 9      |
| 16    | S16 | 4       | 4            | 3          | 2            | 13     |
| 17    | S17 | 4       | 4            | 4          | 4            | 16     |
| 18    | S18 | 2       | 2            | 3          | 3            | 10     |
| 19    | S19 | 3       | 3            | 2          | 4            | 12     |
| 20    | S20 | 3       | 3            | 2          | 3            | 11     |
| 21    | S21 | 3       | 2            | 2          | 2            | 9      |
| 22    | S22 | 3       | 2            | 2          | 3            | 10     |
| 23    | S23 | 4       | 3            | 2          | 3            | 12     |
| 24    | S24 | 2       | 2            | 3          | 3            | 10     |
| 25    | S25 | 4       | 3            | 1          | 3            | 11     |
| 26    | S26 | 3       | 3            | 3          | 3            | 12     |
| 27    | S27 | 3       | 3            | 3          | 2            | 11     |
| 28    | S28 | 3       | 3            | 2          | 3            | 11     |
| 29    | S29 | 3       | 2            | 3          | 4            | 12     |
| 30    | S30 | 4       | 4            | 4          | 2            | 14     |
| 31    | S31 | 4       | 4            | 3          | 2            | 13     |
| 32    | S32 | 2       | 2            | 2          | 2            | 8      |
| 33    | S33 | 3       | 3            | 3          | 2            | 11     |
| 34    | S34 | 3       | 3            | 2          | 2            | 10     |
| TOTAL |     | 107     | 97           | 91         | 92           | 387    |
| MEAN  |     | 3.14    | 2.85         | 2.67       | 2.7          | 11.38  |

## Average Students' Writing Performance Task Score

## Meeting 2

| No.   | Ss  | Aspects |              |            |              | Scores |
|-------|-----|---------|--------------|------------|--------------|--------|
|       |     | Content | Organization | Vocabulary | Language use |        |
| 1     | S1  | 3       | 4            | 3          | 2            | 12     |
| 2     | S2  | 4       | 3            | 3          | 3            | 13     |
| 3     | S3  | 4       | 2            | 3          | 3            | 12     |
| 4     | S4  | 4       | 4            | 4          | 3            | 15     |
| 5     | S5  | 4       | 4            | 4          | 3            | 15     |
| 6     | S6  | 3       | 3            | 3          | 2            | 11     |
| 7     | S7  | 2       | 2            | 2          | 3            | 9      |
| 8     | S8  | 3       | 2            | 3          | 3            | 11     |
| 9     | S9  | 3       | 3            | 2          | 3            | 11     |
| 10    | S10 | 3       | 2            | 3          | 3            | 11     |
| 11    | S11 | 3       | 4            | 3          | 3            | 13     |
| 12    | S12 | 4       | 2            | 3          | 3            | 12     |
| 13    | S13 | 3       | 3            | 2          | 2            | 10     |
| 14    | S14 | 4       | 2            | 2          | 2            | 10     |
| 15    | S15 | 3       | 2            | 2          | 2            | 9      |
| 16    | S16 | 4       | 4            | 3          | 2            | 13     |
| 17    | S17 | 4       | 4            | 3          | 3            | 13     |
| 18    | S18 | 4       | 3            | 3          | 3            | 13     |
| 19    | S19 | 4       | 3            | 2          | 4            | 13     |
| 20    | S20 | 3       | 4            | 3          | 3            | 13     |
| 21    | S21 | 3       | 2            | 2          | 3            | 10     |
| 22    | S22 | 3       | 2            | 3          | 3            | 11     |
| 23    | S23 | 4       | 3            | 3          | 3            | 13     |
| 24    | S24 | 2       | 3            | 3          | 3            | 11     |
| 25    | S25 | 3       | 3            | 3          | 3            | 12     |
| 26    | S26 | 3       | 3            | 2          | 3            | 11     |
| 27    | S27 | 4       | 3            | 3          | 2            | 12     |
| 28    | S28 | 3       | 3            | 3          | 3            | 12     |
| 29    | S29 | 3       | 2            | 3          | 4            | 12     |
| 30    | S30 | 4       | 4            | 3          | 3            | 14     |
| 31    | S31 | 4       | 4            | 3          | 2            | 13     |
| 32    | S32 |         |              |            |              |        |
| 33    | S33 | 3       | 3            | 3          | 2            | 11     |
| 34    | S34 | 3       | 3            | 2          | 2            | 10     |
| TOTAL |     | 107     | 98           | 91         | 91           | 392    |
| MEAN  |     | 3.24    | 2.96         | 2.75       | 2.75         | 11.87  |



## Average Students' Writing Performance Task Score

## Meeting 3

| No.   | Ss  | Aspects |              |            |              | Scores |
|-------|-----|---------|--------------|------------|--------------|--------|
|       |     | Content | Organization | Vocabulary | Language use |        |
| 1     | S1  | 3       | 4            | 3          | 2            | 12     |
| 2     | S2  | 4       | 3 4          | 3 4        | 3            | 13 15  |
| 3     | S3  | 4       | 2            | 3          | 3            | 12     |
| 4     | S4  | 4       | 4            | 3 4        | 3            | 14 15  |
| 5     | S5  | 4       | 3            | 2          | 3            | 12     |
| 6     | S6  |         |              |            |              |        |
| 7     | S7  | 2       | 2            | 2          | 3            | 9      |
| 8     | S8  | 3       | 2            | 3          | 3            | 11     |
| 9     | S9  | 3       | 3            | 2          | 3            | 11     |
| 10    | S10 | 3       | 2            | 3          | 3            | 11     |
| 11    | S11 | 3       | 4            | 3          | 3            | 13     |
| 12    | S12 | 4       | 2            | 3          | 3            | 12     |
| 13    | S13 | 3       | 3            | 2          | 2            | 10     |
| 14    | S14 | 4       | 2            | 3          | 2            | 11     |
| 15    | S15 | 3       | 3            | 2          | 2            | 10     |
| 16    | S16 | 4       | 4            | 3          | 2            | 13     |
| 17    | S17 | 4       | 4            | 3          | 3            | 13     |
| 18    | S18 | 4       | 3            | 3          | 3            | 13     |
| 19    | S19 | 4       | 3            | 2          | 4            | 13     |
| 20    | S20 | 3       | 4            | 3          | 3            | 13     |
| 21    | S21 | 3       | 3            | 2          | 3            | 11     |
| 22    | S22 | 3       | 2            | 3          | 3            | 11     |
| 23    | S23 | 4       | 3            | 3          | 3            | 13     |
| 24    | S24 | 3       | 3            | 3          | 3            | 12     |
| 25    | S25 | 3       | 3            | 3          | 3            | 12     |
| 26    | S26 | 3       | 3            | 2          | 3            | 11     |
| 27    | S27 | 4       | 3            | 3          | 2            | 12     |
| 28    | S28 | 3       | 3            | 3          | 3            | 12     |
| 29    | S29 | 3       | 3            | 3          | 4            | 13     |
| 30    | S30 | 4       | 3            | 3          | 3            | 13     |
| 31    | S31 | 4       | 4            | 3          | 2            | 13     |
| 32    | S32 | 3       | 3            | 3          | 2            | 11     |
| 33    | S33 | 3       | 3            | 3          | 2            | 11     |
| 34    | S34 | 3       | 3            | 2          | 3            | 11     |
| TOTAL |     | 108     | 100          | 91         | 92           | 395    |
| MEAN  |     | 3.27    | 3.03         | 2.75       | 2.78         | 11.96  |

## Average Students' Writing Performance Task Score

## Meeting 4

| No.   | Ss  | Aspects |              |            |              | Scores |
|-------|-----|---------|--------------|------------|--------------|--------|
|       |     | Content | Organization | Vocabulary | Language use |        |
| 1     | S1  | 3       | 4            | 3          | 2            | 12     |
| 2     | S2  | 4       | 3            | 3          | 3            | 13     |
| 3     | S3  | 4       | 2            | 3          | 3            | 12     |
| 4     | S4  | 4       | 4            | 3          | 3            | 14     |
| 5     | S5  | 4       | 4            | 4          | 3            | 15     |
| 6     | S6  | 3       | 3            | 3          | 2            | 11     |
| 7     | S7  | 3       | 3            | 3          | 3            | 12     |
| 8     | S8  | 3       | 2            | 3          | 3            | 11     |
| 9     | S9  | 3       | 3            | 2          | 3            | 11     |
| 10    | S10 | 3       | 2            | 3          | 3            | 11     |
| 11    | S11 | 3       | 4            | 3          | 3            | 13     |
| 12    | S12 | 4       | 2            | 3          | 3            | 12     |
| 13    | S13 | 3       | 3            | 2          | 2            | 10     |
| 14    | S14 | 4       | 2            | 3          | 2            | 11     |
| 15    | S15 | 3       | 3            | 2          | 2            | 10     |
| 16    | S16 | 4       | 4            | 3          | 2            | 13     |
| 17    | S17 | 4       | 4            | 3          | 3            | 13     |
| 18    | S18 | 4       | 3            | 3          | 3            | 13     |
| 19    | S19 | 4       | 3            | 2          | 4            | 13     |
| 20    | S20 | 3       | 4            | 3          | 3            | 13     |
| 21    | S21 | 3       | 3            | 2          | 3            | 11     |
| 22    | S22 | 4       | 4            | 4          | 3            | 15     |
| 23    | S23 | 4       | 3            | 3          | 3            | 13     |
| 24    | S24 | 3       | 3            | 3          | 3            | 12     |
| 25    | S25 | 3       | 3            | 3          | 3            | 12     |
| 26    | S26 | 3       | 3            | 2          | 3            | 11     |
| 27    | S27 | 4       | 3            | 3          | 2            | 12     |
| 28    | S28 | 3       | 3            | 3          | 3            | 12     |
| 29    | S29 | 3       | 2            | 3          | 4            | 12     |
| 30    | S30 | 4       | 4            | 3          | 3            | 14     |
| 31    | S31 | 4       | 4            | 3          | 2            | 13     |
| 32    | S32 | 3       | 3            | 3          | 2            | 11     |
| 33    | S33 | 3       | 3            | 3          | 2            | 11     |
| 34    | S34 | 3       | 3            | 2          | 3            | 11     |
| TOTAL |     | 113     | 106          | 97         | 94           | 413    |
| MEAN  |     | 3.32    | 3.11         | 2.85       | 2.76         | 12.14  |

1. Students were paying attention seriously to the researcher's explanation about the characteristic of recount text



2. The researcher explain about the picture series related to the recount text



3. The student read the recount text loudly while the other are paying attention



4. Students were doing a task in pair



5. Students were doing an individual task seriously



6. Students were doing a task in group



## 7. Presenting students' group work in front of the class



## 8. The example of bulletin board about Holiday

